



CAREERS POLICY

Statement

Tonbridge Grammar School is committed to providing a Careers Education Information and Guidance (CEIAG) programme that recognises students as individuals and caters to their individual needs and aspirations. This provision includes accessing impartial and independent Careers Guidance through external careers professionals.

Guidance

This policy has been developed in accordance with the principles outlined in *Careers guidance and access for education and training providers* (DfE 2022).

The statutory duty requires governing bodies to ensure that all registered pupils at the School are provided with independent careers guidance from Year 7 to Year 13. Impartial and independent advice and guidance is accessed through external careers professionals via an appropriate provider (CXK Ltd) and this will be assessed on how well it benefits students in choosing and deciding on their next steps. The School will also enable a range of education and training providers to speak to students as we work with other external agencies to provide quality CEIAG e.g. Employers, Universities and Colleges.

Aims of the Programme

- To enable students to investigate and raise aspirations for opportunities in learning and work, developing a knowledge for employment trends in society and also understanding the benefits of the full range of education and training options and routes available to them including University, Technical Education Qualifications and Apprenticeships (Career Exploration).
- To enable students to make and adjust plans to manage change and transition effectively from one stage of education, training or work to the next (Career Management).
- To work in close co-operation with an appropriate provider and other partners to further the objectives above.

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- To complement the Health, Social & Emotional Education (HSEE) programme that enables students to understand themselves and the influences on them, their strengths, limitations, levels of resilience, skills, motivation, values and personal qualities (Self Development).

Implementation of Careers Education Information and Guidance

The School has a designated post holder in charge of CEIAG.

CEIAG is delivered using either collapsed days, Learning Mentor time or through additional sessions that focus on a particular area e.g. medicine.

External Careers Delivery is provided by CXK.

This provides:

- Opportunity for individual interviews with all Year 11 students
- Individual interviews with Year 9, 10, 12 and 13 by school referral and/or self-referral
- Group sessions and talks to year groups as required
- Attendance at careers fair, HSEE/careers days and available on results days
- Recommending resources for the careers area of the library
- Collating information on behalf of the School for reporting Destinations Measures data.

The School also uses Pathways CTM which gives information on graduate and apprentice schemes. The National Careers Service also provides further free impartial information, advice and guidance on education, training and work. This also give students support outside of term- time.

Post 16 support

Students receive guidance and support for whatever pathway they choose: university, gap year or employment. Students receive advice on how to apply to university in the following ways:

- from Learning Mentors
- as part of Careers/ HSEE day
- in UCAS information events
- directly from university admissions tutors in talks and assemblies
- by attending university open days.

For applicants to the universities of Oxford and Cambridge, an Oxbridge 'group' aims is to hold discussions, to help with interview preparation and information sessions; admissions tutors are also invited to school events to provide guidance and advice. For courses in Medicine, Veterinary Science and Dentistry require particular support during the UCAS process. The School offers a range of activities and advice sessions to

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help these students be successful, including MedSoc. These sessions enable successful medical applicants to return and speak to Year 12 students about their experiences during the application process and give advice on BMAT and UKCAT preparation, work experience, interviews and UCAS applications.

Subject-specific help is also available within the curriculum and in lunchtime enrichment sessions. Support with preparation for Admissions Tests and mock interviews are also provided.

There are opportunities to communicate with TGS alumni either face-to-face, via email, or through TGS Connections, which provides recorded Careers Talks.

Transition

Specific strategies for providing information and advice at transition points such as Year 9 options, 16+ and 18+ choices include:

- Talks, advice sessions to individuals, discrete groups and whole years by the curriculum team
- Sixth form taster days for Year 10 (10 to 6) and Y11
- Guidance meetings for every Year 11 student
- Careers Fair held at the School every year for students in Years 10 – 13.

Resources for students

All students, from Year 7 –13 have access to careers related software and website programmes such as Pathways CTM and UniFrog. They are also given information and advice on a wide range of websites which help with careers information such as option choices, choosing higher education and applying for jobs.

Experience of work beyond school

Students come into contact with representatives from a wide range of careers through the annual Careers Fair and guest speakers e.g. from STEM related professions, voluntary organisations, school trips and university representatives. Alumni also return to give talks on their experiences.

In Key Stage 4, students complete a volunteering experience. All sixth formers follow a CAS programme as part of their IB Diploma. This experience may include working in charity shops, primary schools and care homes. Students are also able to arrange a period of work experience in the summer break after Year 12.

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Student Needs and Equal Opportunities

The careers provision is designed to meet the needs all students, including vulnerable, SEND and disadvantaged students. Full regard is given to race, gender, disability, sexual orientation and religion. The provision is differentiated to ensure progression through activities that are appropriate to students' stages of career learning and development. Students are entitled to CEIAG that is impartial, without bias and prejudice. Careers provision covers the needs of both groups and individuals.

Monitoring, Review and Evaluation

CXK advisor supports the School in reviewing provision and developing subsequent action plans. Evaluations are carried out through student and parent surveys and analysis of leavers' destination data. The Partnership Agreement with CXK and their provision is reviewed annually.

Compass+ (an online evaluation tool) is used to help the School benchmark, manage, track and report on the careers provision against the 8 Gatsby Benchmarks. This helps to personalise careers interventions to the individual student and the careers provision, with the aim of supporting more targeted careers programme planning and delivery. This evaluation is overseen by an Enterprise Coordinator from the Careers and Enterprise Company.

Destination measures are also used to evaluate the programme and are reported to a local authority.

A member of the trustee board is appointed who takes a strategic interest in CEIAG and ensures the School's strategic careers plan meets the statutory requirements.

Complaints about the School's provision will be dealt with through the normal school complaints procedure.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics. This forms part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Lead Reviewer: CFI with AKE

Link Policies: Curriculum Policy
SEND Policy
Complaints Policy

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