



Curiosity | Care | Courage | Creativity

King Edward VI School

Careers Education IAG Policy

January 2025

Our Vision:

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

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1. Rationale for a Careers Education IAG programme

Careers Education, Information, Advice and Guidance (CEIAG) programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A stable, well-structured and progressive careers programme that is both clear and understood by all stakeholders (students, parents, teachers, governors and employers) provides the context for choices that take full advantage of the opportunities available to students in education, employment and training.

The Careers Programme at King Edward VI School (KEVI) is designed to educate, inform and inspire our students. Through the development of self-awareness and the exploration of pathways in education, training and employment, the Careers Programme supports students in building essential employability and life skills for planning and managing their progression effectively and in line with our school values of curiosity, care, courage and creativity.

2. Context

The Education Act of 2011 (amended 2022) placed the responsibility on schools to ensure all registered students in Years 7-11 have access to independent, accurate and impartial information advice and guidance (IAG).

On 4 December 2017, the Department for Education (DfE) published its *Careers Strategy* document: *making the most of everyone's skills and talents*. This document detailed the government's long-term plan to create a system that supported young people and adults in choosing the best career for them. The DfE also introduced the eight Gatsby Benchmarks for good careers guidance which are the result of national and international research on best practice in CEIAG. The Gatsby benchmarks place employers at the centre of careers programmes and promote guidance that is tailored to the needs of every young person, especially disadvantaged students, and the use of data and technology to drive improvements.

The eight [Gatsby Benchmarks](#) are:

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

In line with the Gatsby Benchmarks, all students in Years 7-11 at KEVI are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- hear from a range of local providers about the opportunities they offer, including vocational education and apprenticeships – through options events, assemblies and group discussions and taster events (see **Provider Access Policy Statement**)
- understand how to make applications for the full range of academic and technical courses.

3. Statutory Requirements

- Ensure that there is an opportunity for a range of education and training providers to access students in Years 7 – 11 for the purposes of informing them about approved technical education, qualifications or apprenticeships.
- Provide a minimum of 2 encounters with technical education or training providers to all students in Years 7 – 11.
- Have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Education Act 2022 and on page 43 of the guidance from the Department for Education (DFE) on careers guidance and access for education and training providers.

This also reflects the updated changes to the Gatsby Benchmark criteria for November 2024.

This policy shows how our school complies with these requirements.

Government statutory guidance for schools

4. Commitment

The KEVI Careers Programme commits to both meeting and exceeding our statutory responsibilities and the careers guidance standards outlined in the Gatsby Benchmarks. By embedding our programme from Year 7 we aim to ensure that our students have a growing awareness of the educational and work-related world around them and are encouraged to investigate and explore their educational and employment options throughout their time with us.

We have established excellent links with Further Education (FE) and Higher Education (HE) establishments within our local area and with Abbeygate Sixth Form College, West Suffolk College (WSC) and the University of Suffolk (UoS). We also have support from the Network for East Anglian Collaborative Outreach (NEACO) which enhances our IAG for students who aspire to go to university.

As an active member of the Western Area Careers Network, run by the Careers and Enterprise Company (CEC) within Suffolk County Council, we ensure that we are up-to-date with the latest CEIAG policies and practice. In doing so we commit to sharing meaningful information within our school and publishing updates on our website to inform our stakeholders of any change or progression in our careers provision.

We work closely with our Enterprise Co-ordinator and Enterprise Adviser on all aspects of strategic planning, employer-related connections and work experience preparation and facilitation.

Our ongoing commitment is to ensure that our Careers Programme remains relevant to our students' needs and that it continues to guide them towards optimal choices in their education, training and employment.

5. Organisation, management and staffing

Key members of our wider organisation who take a lead in CEIAG are:

Careers Link Governor	Tom Ratcliffe
Careers Leader	Beverley Tucker
Enterprise Co-ordinator	Darian Vomund
Careers Co-ordinator	Tasha Granger

All staff have access to information on CEIAG, including the Gatsby Benchmarks. Training and support to ensure full compliance with the Gatsby Benchmarks is ongoing.

6. Programme Overview

The KEVI planned careers programme runs alongside our ongoing provision of in-house and external professional CEIAG. This programme has been created in line with the Gatsby Benchmarks and is summarised below:

Key Stage 3 (KS3)

The school must offer 2 encounters during the 'first key phase' (Years 7, 8 or 9).

- All students must attend
- Encounters can take place any time during Year 7 or 8, and between 1 September and 28 February during year 9.

Year 7: students explore their own interests and character strengths to understand how this links with their curriculum learning and future careers. Year 7 students are introduced to the *jobs of the future* to support their aspirations and their understanding of Labour Market Information (LMI).

Year 8: students start to learn about the practices that support their studies and workplace competences e.g. learning styles, time management and valuing diversity and difference; they explore careers and connect with employers at our annual Careers Fair.

Year 9: students receive information about their options and guidance as to how their choices will impact on future pathways; they explore careers and connect with employers at our annual Careers Fair.

By introducing careers and employability education and experiences from Year 7 we aim to help our students choose subject combinations in Year 9 that create the right pathways for individual aspirations post-16.

Key Stage 4 (KS4)

The school must offer 2 encounters for students during the 'second key phase' (Year 10 or 11).

- All students must attend
- Encounters can take place any time during Year 10, and between 1 September and 28 February during Year 11.

Year 10: Students are triaged in terms of need, and if required will receive a 1:1 interview and be provided with tailored advice and support; students learn employability skills needed for work experience and job applications, such as interview techniques. Students explore careers and connect with employers at our annual Careers Fair.

Year 11: Students in Year 11 are supported in their choices post-16 through information assemblies that introduce further education, employment and training options, including apprenticeships and 1:1 interviews with an impartial Career's Advisor. Students explore careers and connect with employers at our annual Careers Fair.

We use a virtual careers platform for all students in Years 7 to 11. This online platform includes a variety of tools to ensure inclusion for all students. Students benefit from using several features within the programme, including:

- personalised student portfolios
- assessments that build self-knowledge
- 500+ job roles; each career profile links to relevant career clusters and similar careers
- personalised interactive lessons to help teach critical concepts like getting work experience, workplace skills and attitudes, learning pathways, career demand and more
- access to custom assignments and resources
- post-16 and post-18 education and training courses and apprenticeship data
- the ability to record and reflect on their experiences and achievements.

The employer encounters for both key phases must happen for a reasonable period of time during the school day. The school will ask each provider to provide the following information as a minimum:

- information about the provider and the approved qualifications or apprenticeships they offer
- information about what careers those qualifications and apprenticeships can lead to
- what learning or training with the provider is like
- answers to any questions from the students.

6.1 Meaningful provider encounters

King Edward VI School is committed to providing meaningful encounters to all students. Meaningful live online engagement is also an option at our school.

6.2 Student entitlement

All students in Years 7 –11 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships e.g. through activities and events such as options evenings, assemblies and taster events.

7. Management of provider access requests

The school keeps its Provider Access Policy updated annually, and any provider wishing to request access should contact our Careers Co-Ordinator. Please refer to our Provider Access Policy for further details.

8. Safeguarding

Our safeguarding policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

9. Resources

Careers information and resources, including Labour Market Information (LMI), are shared online through our Careers page on the school website: [Careers - King Edward VI School \(king-ed.suffolk.sch.uk\)](https://www.king-ed.suffolk.sch.uk/careers). The Careers page includes a section for other useful careers related websites such as www.thesource.me.uk and the [National Careers Service](https://nationalcareersservice.gov.uk) to further support students and their parents and carers with career choices, especially at key transition points in Years 9 and 11.

Additional careers resources are located in our school Library. These are reviewed and renewed on a regular basis by the Careers Co-ordinator and Librarian. College prospectuses are current and visual displays on the noticeboards are kept up-to-date. The Careers section of the Library can be accessed by students during break and lunch times and the afterschool Study Club.

The Careers Co-ordinator is available from 8.30am to 4.30pm Monday to Thursday and 8.30am to 4pm Friday for individual student and parent appointments and for sourcing additional information directly from other educational establishments, training providers, employers and online websites.

10. Employer and Alumni engagement

The school aims to develop student engagement with our Alumni as well as with a wider number and range of regional businesses. In so doing, we hope to offer our students both up-to-date LMI and pathways into work experience.

11. Preparation for Work Experience

Access to the world of work – whether through a virtual (online) connection with an employer, employees or workplace, or direct experience - is an important part of a careers programme. Work experience gives students an arena to test and develop their individual skills and later to apply what they have learned to inform their choices. It is also valued by employers in the recruitment process.

We aim to provide our students with the necessary knowledge and skills to secure work experience during our school breaks and holidays. Through up-to-date LMI and education about workplace behaviours and skills, students have the opportunity to apply their learning in the real world.

The Careers Co-ordinator offers a first point of contact to facilitate the process of applying for work experience and to ensure that both students and their parents are fully aware of the conditions that need to be met to provide a mutually rewarding experience.

11. Engaging with Parents/Carers

We prioritise collaboration with parents and carers to support our students in making key decisions along their career path. Parents and Carers are included in all information regarding careers events and activities through the parent bulletin, letters, emails, careers information on our website and social media posts.

With regard to key transition points, parents and carers of Year 11 students are provided with post-16 options information and parents and carers of Year 9 students are provided with information about GCSE choices and what these mean for future pathways.

12. Outcomes: monitoring, review and evaluation

Our careers provision is monitored by the Careers Leader and Careers Co-ordinator in collaboration with all staff who engage in careers-related activities with our students.

By collating information on our students' intended and final destinations after Year 11, we can review how best to support our students in terms of CEIAG. Our ongoing success in our careers provision is monitored and evaluated each term using the Careers & Enterprise Company's Careers Benchmark Tool, Compass+.

13. Links with other policies

The Careers Education IAG Policy is linked to the following documents and policies:

- Accessibility Plan

- Child Protection and Safeguarding Policy
- Equalities Policy
- Looked After Children Policy
- Online Safety Policy
- Provider Access Policy Statement
- PSHE and RSE Policy
- SEND Policy

All of the above documents and policies are accessible via our main website:
[Policies - King Edward VI School \(king-ed.suffolk.sch.uk\)](http://king-ed.suffolk.sch.uk)

Appendix 1 Definitions of terms used in this policy

Government Definition:

“Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including helplines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(Department of Education. *Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools*: March 2015)

Gatsby Benchmarks - are a framework for school leaders, headteachers, and careers advisors to assess the development of their students in employability skills. They also help students track their own progress and identify areas in which they need to continue developing their skills.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic wellbeing.

Employer Encounters - opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise. This could be through employer visits to schools, careers fairs, employer mentoring, business and enterprise competitions that generally take place on the school premises.

Experiences of the Workplace - opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise outside the school environment. This could include work experience, work shadowing, and visits to employer premises.

Enterprise - means more than just the ability to become an entrepreneur or being self-employed. It is a quality that gives an individual a positive outlook and ability to look for opportunities, a valuable attribute for the whole of life.

Employability - is about understanding and developing the skills that employers look for in potential employees as well as the tools and techniques to secure and keep a job.

Specialist Careers Guidance – a personalised service, delivered by a specialist and qualified Careers Guidance Practitioner who assists young people to make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Careers Education, Information, Advice and Guidance (IAG) - CEIAG can be delivered by a number of people in and out of the school/college environment – for example: careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained, whilst others may not.

Independent - is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, websites and helpline access. Taken

together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial - is defined as showing no bias or favouritism towards a particular education or work option.

Appendix 2 Learners' Entitlement

Your Career, Enterprise and Employability programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and apprenticeships
- Be able to make effective applications for apprenticeships, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities for meeting employers
- Access to the career information resources via a range of media
- Opportunities to discuss your career ideas with teachers, tutors and employers
- Guidance interviews – from a trained specialist
- A range of experiences of work inside and outside of the classroom
- Other subject lessons linked to careers, enterprise and employability learning

You can expect to be:

- Treated equally
- Given careers information and advice that is up to date, impartial and relevant to you
- Treated with respect by visitors to the school who are part of the careers, enterprise and employability programme
- Given extra help if you have additional / special needs