



## **Careers Education, Information, Advice and Guidance (CEIAG)**

'For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.' 1 Corinthians 12:12

The King's (The Cathedral) School is committed to providing an education of the highest quality for all its students and recognises that this can only be achieved by focussing on CEIAG. Our Christian belief in love, acceptance and equality underpin this policy because as a school we believe that ensuring students understand the different pathways they can take and that there are no boundaries to their aspiration.

### **Introduction**

A young person's career is defined by the choices they make, and their progress in learning and work. At The King's (The Cathedral) School, all students benefit from a planned curriculum-based programme of learning and activities that help them to access the 11-19 pathways that are right for them, to be able to manage their own careers and to aspire to lifelong career wellbeing and happiness. We aim to enable our students to become self-confident, skilled and career-ready learners. We recognise that all schools have a statutory duty to adhere to the Careers Guidance and Access for Education and Training Providers (January 2018).

### **Intent**

We aim to encourage students to consider a wide range of careers. In particular, we encourage them to:

- develop independent research skills, so that they can make good use of information and guidance to learn about careers and the world of work;
- develop and use their self-knowledge when thinking about and making choices;
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition;
- to sustain employability and achieve personal and economic well-being throughout their lives.

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices only after completing Higher Education.

### **Impact & Implementation**

The programme has a framework linked to student learning outcomes and incorporates measures to highlight and evidence impact via student voice and indicators of behaviour and achievement progress. Our careers programme of events and guidance is framed by the eight Gatsby benchmarks:

#### **Benchmark One**

An embedded stable careers programme known and understood by staff, students and parents;

#### **Benchmark Two**

Access to high quality information about future study and labour market opportunities;

#### **Benchmark Three**

Advice and guidance tailored to the needs of each student;

#### **Benchmark Four**

Linking curriculum learning with careers including the highlighting science, technology, engineering and mathematics (STEM) subjects with a wide range of career paths;

#### **Benchmark Five**

Encounters for students with employers about work, employment and the skills valued in the workplace;

#### **Benchmark Six**

Provision of work place experiences to help explore career pathways through partnerships with local employers where possible;

### **Benchmark Seven**

All students understand the full range of learning opportunities through academic and vocational routes in school, colleges, universities, apprenticeships and the workplace;

### **Benchmark Eight**

Access to guidance interviews and online careers advice.

We aim to provide a learning programme for CEIAG that has suitable breadth, depth and relevance to meet the needs of our students and the interests of employers in the local and national community. The programme will enhance the personal, vocational and academic learning of each student who will be prepared for the next stage in their education, training and employment.

### **Entitlement**

All students are entitled to CEIAG which meets professional and ethical standards of practice, and which is person-centred, impartial and confidential. This is integrated into the students' experience of the whole curriculum and is based on the partnership between the School, students and their parents or carers. The programme aims to encourage students to have high aspirations and broad horizons, to challenge stereotyping and to promote equality and diversity.

Careers includes both education and guidance. Careers education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in students' self-development and understanding of careers is monitored regularly.

Careers education forms an integral part of the Learning for Life (LFL) curriculum. The three main areas of careers learning, form themes which are revisited throughout Years 8-13:

- Self-Development: to have self-awareness and an understanding of the influences on them;
- Career Management: to make and adjust plans, and manage change and transition;
- Career Exploration: to investigate opportunities in learning and work.

In addition, we organise:

- ILP interviews for all Year 9 and 10 students;
- Post-14 Options Evening for Year 9 students;
- Enterprise/Careers Day for Year 10 & 8 in Activities Week;
- Work shadow day with parent or family member in Year 9
- Work experience for Y10 & 12 in Activities Week
- National Careers/Apprenticeship week activities for all departments and all year groups
- Embedded career lessons in schemes of learning
- Post-16 Options Evening for Year 11 students
- Collapsed days post-exams, with employers, Growth Works delivering employability skills and Post 16 and Post 18 options to Year 10 & 11
- Post 18 Week for Year 12
- Oxbridge visit for relevant Year 12 students;
- Practice interviews for Oxbridge candidates, and any others who have to undertake an interview as part of the UCAS process;
- A Post-18 presentation for all Year 12 Parents and Carers

The School encourages, and provides support to, all students in Years 11-13 to undertake **work experience** in a variety of forms. This opportunity is available to all Sixth Formers as part of the Wednesday Afternoon Activities' programme. All Year 12 students are actively encouraged to undertake 4 days of work experience. All year 10 students have 3 days of organised work placement. This will be monitored and recorded as part of the Post 16 provision in UNIFROG

All subject departments are encouraged to display a careers board related to their subject, and asked to record with the Careers Leader's administrator experiences within their department of outside speakers, visits or any other opportunities to demonstrate a link between their subjects and careers.

### **Destinations**

The destinations of our leavers are closely monitored and younger students informed so that we are aware of trends and opportunities. Destination data is available on request.

### **Leadership and Management**

Our Careers Leader manages Y12 Work Experience and Curriculum links. The SLT responsible for Careers oversees all other aspects of Careers, beyond the classroom deliver, for example Futures Days, Work experience for Year 10 etc.

The Head of Department for Learning for Life is responsible for the leadership and management of CEIAG, and the deployment of allocated resources. The HoD is line-managed by a member of the Senior Leadership Team. There is a nominated LFL Governor.

### **Teaching**

Classroom teaching is provided by the Head of Department – Learning for Life, and other teachers. All staff, particularly subject teachers, form tutors, Sixth Form Deputies, Academic Heads of Year and Pupil Support Officers provide additional support to students.

### **In-school Advice and Counselling**

Our full-time UCAS / Careers Advisor conducts ILP interviews in Years 9 and 10, arranges individual independent careers interviews for Years 10-13, where appropriate. He holds two individual meetings with all Year 13 students prior to UCAS and other applications. Our UCAS/Careers Advisor is working towards University Careers Education and Guidance in Schools Level 6, and has experience in the private sector managing apprenticeship schemes and careers coaching.

### **Independent Careers Advice**

The School has an annual Partnership Agreement with a local, Level 6 qualified impartial Careers Advisor which is reviewed annually; our nominated Advisor works six times over the school calendar to deliver the agreed services under the direction and monitoring of our UCAS / Careers

Advisor. They attend the Y11 Post-14 Information Evening and is available to all students, parents and carers. Career interviews are available to all Year 11 – 13 students on request through the UCAS / Careers Adviser. Students can be referred by Academic Heads of Year/Sixth Form Deputies, Pupil Support officers, LFL teachers and other staff. Drop-in sessions are also available. Representatives from Peterborough Regional College, New College, Stamford and Peterborough City College are invited to the Post-16 Information Evening. Other providers for Apprenticeships may also be in attendance. This meets the statutory obligation shown in our Provider Access Policy on our website.

### **Careers Library**

The Careers Library in the Wolfson Suite provides a teaching room, a library, resources (which are regularly updated), and ICT facilities. Years 9 to 11 have lessons here; it is open and freely available, with all the resources being regularly updated. It is open every day from 8am to 4pm, and staffed every lunchtime.

### **UCAS Room**

This room, adjacent to the UCAS Adviser's Office, houses resources and IT facilities to support UCAS preparation and applications. It is open all day to Sixth Form students. At lunchtime it hosts UCAS talks and workshops

### **Monitoring**

This policy is monitored and reviewed by the Senior Leadership Team and by the Board of Governors on an ongoing basis, and formally every two years.

## **Appendices**

Appendix 1: Careers Strategy

Appendix 2: Provider Access Policy

Past students are a valuable resource and come into help with careers work. We are also grateful for the support we have from local and national industries and Higher Education institutions.



### Overview of Careers Strategy 2022-2023

**EJW – Careers Lead (Curriculum), LAW – SLT Careers Lead, RD – Careers and UCAS Advisor**

Year 7						
Year Group Outcomes:		Occupations & Job Skills				
Year Group Theme:		Job Families				
Careers Guidance Activities						
Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
Xello Research 2½ hours	Group presentation of specific 'Industries' research  Benchmark 2	All students within LFL lessons: <ul style="list-style-type: none"> <li>students in small groups explore the 'Industries' section of Xello, and create a poster/presentation of the variety of jobs and careers within one area</li> </ul>	Xello subscription	Students are able to discuss their findings with the class	Jul	LFL HoD
National Careers Week Linking subjects to careers within curriculum areas	Students to be introduced to how subject skills and knowledge link to careers  Benchmarks 2 and 4	All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> </ul> Remote learning: Departments to plan careers-based activities	<a href="https://icould.com/">https://icould.com/</a>  Department links and resources	Students to begin to discuss links from subject skills to specific jobs/careers	Mar	EJW – curriculum links

## Year 8

**Year Group Outcomes:**

Occupations & Skills

**Year Group Theme:**

Introduction to Careers/Personal Skills and Attributes/Occupational Families

### Careers Guidance Activities

Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
<p>Xello Careers programme – Introduction to Careers</p> <p>2 ½ hours</p>	<p>To explore results of Xello careers programme, careers leaflet produced</p>	<p>Xello – students explore this online programme, creating an account which can be accessed in the coming years. They get results of their personal skills and attributes, including an assessment of their likes and dislike, and some job ideas for them to explore. Students create an information leaflet based on one job including qualifications required, training, qualities etc.</p>	<p>Xello Careers programme annual subscription</p>	<p>Students are able to discuss their skills and present their initial job ideas.</p>	<p>April May</p>	<p>LfL HoD</p>
<p>Learn to Earn</p> <p>6 hours</p>	<p>To explore job families/occupational areas/individual response to money and budgeting.</p> <p>Students engage in the whole day activity and complete the bespoke booklets Benchmarks 2, 3 and 5</p>	<p>All students within Activities Week</p> <p>Learn to Earn is a careers and enterprise whole day activity run by Young Enterprise. Supported by local employers who also attend.</p>	<p>Young Enterprise Trainer, local employer and resources booklets for whole year group</p>	<p>Completion of the booklet, showing progress over the day</p>	<p>Jul</p>	<p>LFL HoD</p>

<p>National Careers Week Linking subjects to careers within curriculum areas</p>	<p>Students to further explore how subject skills and knowledge link to careers  Benchmarks 2 and 4</p>	<p>All students within curriculum lessons across the school:</p> <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> </ul> <p>Remote learning: Departments to plan careers-based activities</p>	<p><a href="https://icould.com/">https://icould.com/</a>  Department links and resources</p>	<p>Students to discuss to discuss links from subject skills to specific jobs/careers</p>	<p>Mar</p>	<p>EJW – curriculum links</p>
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## Year 9

**Year Group Outcomes:**

Making informed Post 14 Choices

**Year Group Theme:**

Post 14 Options

### Careers Guidance Activities

Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
Introduction to careers library 1¼ hours	Students will know how to access careers related resources  Benchmark 3	All students within LFL lessons: <ul style="list-style-type: none"> <li>made aware of resources in Careers Library</li> </ul>	Careers library/Librarian	Students independently accessing careers resources	Nov/Dec	LFL HoD
Xello/Unifrog Careers Review 1 ¼ hours	Review of their Year 8 FT profile	A session to further explore and reflect on Year 8 work	Xello/Unifrog Careers programme	Students can access the resources to help inform Post 14 options	Nov/Dec	Lfl HoD
Post 14 Options booklet discussion and exploration 1¼ hours plus form time	Students make informed decisions about their Post 14 options  Benchmarks 2, 3 and 4	All students within LFL lessons: <ul style="list-style-type: none"> <li>A session to help support subject choices for Post 14</li> </ul>	Post 14 booklet	Options returned on time and carefully considered	Jan	LFL HoD
Individual Learning Plans (ILPs) 1½ hours	Students create SMART targets for their future  Benchmarks 3 and 8	All students in LFL lessons: <ul style="list-style-type: none"> <li>prepare for their ILP meetings</li> <li>meet in small groups with the Careers Adviser</li> </ul>	Target Sheets Time for whole year group to meet the Careers Adviser in groups of no more than 6 Xello/Unifrog access for students	Completion of Meetings Students update activity on Xello/Unifrog	Jan-Mar	RD



Attendance at School Careers Fair/Cambridgeshire County Fair (if running)	Students gain knowledge of possible career opportunities in our local and regional area and beyond  Benchmarks 2, 3, 4, 5 and 7	All students attend during a lesson: <ul style="list-style-type: none"> <li>Students are briefed and given research activities to complete, including discussion with employers, FE and HE providers</li> </ul>	GrowthWorks support Staffing	Students gain knowledge of local and regional career opportunities, HE and FE institutions, and can link this to their option choices.	May	RD/LAW
National Careers Week Linking subjects to careers within curriculum areas	Students to further explore how subject skills and knowledge link to careers  Benchmarks 2 and 4	All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul>	<a href="https://icould.com/">https://icould.com/</a>  Success@School lesson resources	Students to discuss links from subject skills to specific jobs/careers	Mar	EJW – curriculum links
The working day. Work shadow day with parent or family member.	Students to arrange a day at work with a family member. A work shadow day to experience a workplace first hand.  Benchmark 6	All students and parents invited to arrange a day of work shadowing. Students to be encouraged to do this in holidays, but in exceptional circumstances allowed one day to carry this out.	Parental information	Students to present a one-page document with a photo of their workplace and 3 things that they learnt	1 <sup>st</sup> Feb	LAW/RD

## Year 10

**Year Group Outcomes:**

Introducing and establishing employability skills

**Year Group Theme:**

Preparation for future employment and work experience

### Careers Guidance Activities

Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
Virtual work experience	Students engage in interactions with employers and sector specific careers and work-related learning.  Benchmark 6	Various providers used for student individual virtual choices. Applications processed in school and students take part at home, online.	ICT resources at home. Some students access paid experiences (parental funding) and others access these via bursary funding. Most placements are free. Access to national providers.	Students aware of the jobs and careers in specific sectors and able to talk confidently about choices made. Students network with employers.	All Year	LAW/RD
Xello/Unifrog research  1 ¼ hours	Profile created and explored	Xello/Unifrog computer programme completed by all students, assessment of skills/qualities for jobs	Xello/Unifrog Subscription	Choice of job role completed for mock interview	Apr/May	LFL HoD
CV and letters of application  2½ hours	All students complete a CV and letter of application  Benchmarks 3 and 6	All students in LFL lessons: <ul style="list-style-type: none"> <li>Students apply for a 'job' – this form the basis of prep work for the employability skills day in Year 11 (or prep for work experience)</li> </ul>	CV and letters of application – writing frames ICT facilities	Completed application submitted on time	May/Jun	LFL HoD
Individual Learning Plans (ILPs)  1½ hours	Students complete SMART target Review  Benchmarks 2, 3, 4 and 8	All students in LFL lessons: <ul style="list-style-type: none"> <li>Students review their SMART targets.</li> </ul>	Target Sheets Time for whole year group to meet the Careers	Completion of Meetings Students update activity on Xello/Unifrog	Apr-Jun	RD

		They then meet in small groups with the Careers Adviser	Adviser in groups of no more than 6 Xello/Unifrog access for students			
Attendance at School Careers Fair/Cambridgeshire County Fair (if running)	Students gain knowledge of possible career opportunities in our local and regional area and beyond  Benchmarks 2, 3, 4, 5 and 7	All students attend during a lesson: <ul style="list-style-type: none"> <li>Students are briefed and given research activities to complete, including discussion with employers, FE and HE providers</li> </ul>	GrowthWorks support Staffing	Students gain knowledge of local and regional career opportunities, HE and FE institutions, and can link this to their option choices.	May	RD/LAW
National Careers/Apprenticeship Week Linking subjects to careers within curriculum areas	Students to further explore how subject skills and knowledge link to careers  Benchmarks 2 and 4	All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul> Remote learning: Departments to plan careers-based activities	<a href="https://icould.com/">https://icould.com/</a>  Success at School lesson resources  Department links and resources	Students to discuss links from subject skills to specific jobs/careers	Feb/Mar	EJW – curriculum links
Work Experience	Students complete 3 days immersed in the working world.  Benchmark 6	Students to engage (where possible) in work experience / internships for three days in Activities week.  Virtual experiences available and promoted where appropriate.  If required virtual work experience for all.	Work experience data base  Time for experience  Staff to plan and monitor  Work experience record booklets	All students engage in a meaningful experience of work	June (delivering booklet)  July	LfL HoD  LAW/RD

Futures Day	<p>Students to be exposed to developing their employability skills, including CV building and interview skills, apprenticeship opportunities, university, the armed forces</p> <p>Benchmarks 2, 3, 4, 5 and 7</p>	<p>All students – collapsed day. 1 day of external providers, delivering a variety of sessions in form groups, supported by The Skills Service. These include FE/HE/local and national employers/apprenticeship opportunities and financial capability sessions.</p>	<p>Growth Works provision</p> <p>Staffing costs</p>	<p>Student and provider feedback</p>	<p>June</p>	<p>LAW/RD</p>
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## Year 11

**Year Group Outcomes:**

Making informed Post 16 Choices

**Year Group Theme:**

Next Steps

### Careers Guidance Activities

Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
Virtual work experience	Students engage in interactions with employers and sector specific careers and work-related learning.  Benchmark 6	Various providers used for student individual virtual choices. Applications processed in school and students take part at home, online.	ICT resources at home. Some students access paid experiences (parental funding) and others access these via bursary funding. Most placements are free. Access to external providers.	Students aware of the jobs and careers in specific sectors and able to talk with confidence about choices made. Students network with employers.	All Year	LfL HoD
Post 16 choices 3¾ hours	Students to make decisions on their Post 16 intentions  Benchmarks 2, 3 and 4	All students in LfL lessons: 1. Revisit Xello 2. Career Pilot/National Careers Service/Russell Group/Local FE Providers all explored 3. Post 16 brochure for KSP examined	ICT facilities Xello Web access Post 16 brochure	Students successfully apply to Post 16 destinations	Oct-Dec	LfL HoD
Year 11 Information Evening, plus information letter from SLT KS4&5	Parents and students informed of process of application to school and of structure of Year 11	All parents and students invited to attend – given information about study and wellbeing		Students successful applications - spring	Sep	AHOY & SLT
Post 16 Evening	Students & parents understand the entry	All parents and students invited.	Post 16 Presentation & Other FE providers	Choices returned on time and carefully considered	Nov-Jan	AHOY & SLT

	<p>requirements for KSP Sixth Form as well as a trade fair of other FE providers &amp; Growth Works</p> <p>Parents informed of where to access additional information about post 16 routes</p> <p>Benchmarks 2, 3, 4, 7 and 8</p>	<p>An evening delivered by AHOY, SLT for KS5 as well as departments offering information about A Level subjects.</p> <p>Alternative providers available for students to visit at trade fair.</p> <p><i>Provided in July employability event</i></p>	<p>Post 16 brochure</p> <p>Links to sources of information</p> <p>Success at School resources – subject links to careers</p> <p>Local colleges attend</p> <p>Universities attend</p>			
Impartial Careers Interview	<p>Students who require additional support and information to help with Post 16 choices are provided with a 35-minute impartial careers interview</p> <p>Benchmarks 3 and 8</p>	<p>Available to all students: Those students who lack direction or who seek a careers interview are provided with one by our External Impartial Careers Advisor</p>	<p>Renewal of External Impartial Careers Adviser contract</p> <p><i>Provided by choice when in school in Feb - May</i></p>	<p>ALL students are able to make informed Post 16 choices</p>	Feb-May	RD
National Careers/Apprenticeship Week Linking subjects to careers within curriculum areas	<p>Students to further explore how subject skills and knowledge link to careers</p> <p>Benchmarks 2 and 4</p>	<p>All students within lessons across the school:</p> <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a>, highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul>	<p><a href="https://icould.com/">https://icould.com/</a></p> <p>Success at School lesson resources</p>	<p>Students to discuss links from subject skills to specific jobs/careers</p>	Feb/Mar	EJW – curriculum links
Futures Day	<p>Students will be given opportunities to investigate P16 education and careers options.</p> <p>Benchmarks 3, 5 and 7</p>	<p>All students – collapsed half day. 1 day of external providers, delivering a variety of sessions, supported by GrowthWorks. These include FE/HE/local and national employers/apprenticeship opportunities.</p>	<p>GrowthWorks provision</p> <p>Staffing costs</p>	<p>Student and provider feedback</p>	Nov	LAW/RD

## Year 12

**Year Group Outcomes:**

Improving employability, skills and aspirations for Post 18 careers

**Year Group Theme:**

Inspiring for the future

### Careers Guidance Activities

Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
Post 18 Choices 10+ hours	Students to understand the range of Post 18 choices  Benchmarks 2, 3, 4 and 8	All students in LFL:  Unifrog/Careers Pilot/UCAS/Russell Group/HECSU/Which University?/Gap Year/School leaver and degree apprenticeship programmes all explored over a significant period of time. 1 to 1 interview with LfL teacher to target set for KS5 as well as identify Post 18 aspirations, and discuss CV update.	ICT facilities  Application guidance publications	Students to choose their preferred path for Post 18 destination	Nov onwards	LfL HoD
Personal Statement (PS) - an introduction	Students to develop a first draft of their PS for UCAS, or relevant documents for other Post 18 choices  Benchmarks 2, 3, 4 and 8	To examine good quality exemplars of PS's and complete a first draft <ul style="list-style-type: none"> <li>To examine good quality exemplars of PSs and complete a first draft</li> </ul>	ICT facilities PS templates and exemplars Application guidance Unifrog	Students to complete first draft of PS	May	LfL HoD
Post 18 Week	Students to get bespoke, specialized support in completing their PS or relevant documents for other Post 18 choices	All students in applications week: 1-2 days spent with specialist staff, ex-students, employers and HE institutions etc. who help guide and advise on developing a PS	ICT facilities PS templates and exemplars Application guidance Ex-students	Students to complete their PS	Jul	Sixth Form Deputy/ RD

	Benchmarks 2, 3, 4, 5, 7 and 8					
Futures Programme	Students to be exposed to developing their employability skills, as well as a University visit for all  Benchmarks 2, 3, 4, 5 and 7	This is one day arranged by school to offer exposure to a range of apprenticeship and degree programmes, and employers' insight for post 18 options.	Growth Works Local employers HE providers Apprenticeship providers Unifrog	Students components of ePassport for Sixth Form Success/ work on Unifrog	Jul	RD / Sixth Form Deputy
Impartial Careers Interview	Students who require additional support and information to help with Post 18 choices are provided with at least one 35-minute impartial careers interview  Benchmarks 2, 3 and 8	All students have opportunity to access and meet with External Impartial Careers Adviser, in addition to our own full-time adviser.	Renewal of External Impartial Careers Adviser contract	ALL students are able to make informed Post 18 choices  Meeting action plans	Feb-May	RD
Post 18 alternative choices	Students to be exposed to a range of alternatives to university e.g. Degree Apprenticeships, School Leaver Programmes etc.	Students can attend the events during lunchtimes or LFL lessons	HE Providers Growth Works	Students gain knowledge of local/regional/national career opportunities and can link this to their post 18 options.	Jan-Mar	RD
Work experience. Up to 4 days in activities week work shadowing.	Students engage in up to 4 days visiting workplaces and work shadowing.  Benchmark 6	All students and parents invited to arrange work shadowing. Students to be encouraged to organise this themselves. Support and contacts offered to those who need this to ensure quality.	Parental information Employer contacts	Students gain knowledge of a working environment in one or more sectors. Students can include this on their personal statement and make more informed about future choices. To complete personal statement/UCAS/Apprenticeship/Employment application.	June (delivering booklet) July	LfL  EJW



## Year 13

Year Group Outcomes:

Post 18 success

Year Group Theme:

Becoming a professional

### Careers Guidance Activities

Activity	Outcome	Details	Resources Required	Measurement of Impact	Month	Accountability
Post 18 Application continuation	Students to make timely applications to their choice of provider/employer  Benchmarks 2, 3 and 4	All students in LFL lessons and outside of lesson time: <ul style="list-style-type: none"> <li>Support for Post 18 choice e.g. PS review/application review</li> </ul>	Guidance sheets time	All students apply for Post 18 choice	Sep-Jun	RD / KS5 team
Interview Skills	Students to understand the nature of questions for their Post 18 choice  Benchmarks 3 and 5	All students during LFL: <ul style="list-style-type: none"> <li>Generic interview questions discussed</li> </ul> Additional practice Interviews offered when required including Oxbridge/Medicine/primary education etc. (employers and representatives from universities to support)	Past questions, Ex-students	Students facing interviews feel prepared and confident	All Year	RD / KS5 Team
National Careers/Apprenticeship Week  Linking subjects to careers within	Students to further explore how subject skills and knowledge link to careers  Benchmark 2 and 4	All students within lessons across the school: <ul style="list-style-type: none"> <li>starters and plenaries from <a href="https://icould.com/">https://icould.com/</a> , highlighting job roles and LMI</li> <li>Success@School lesson resources</li> </ul>	<a href="https://icould.com/">https://icould.com/</a>  Success at School lesson resources	Students to discuss links from subject skills to specific jobs/careers	Feb/March	EJW

curriculum areas		Remote learning: Departments to plan careers-based activities	Department links and resources			
Financial Capability	Students to understand the funding and lending arrangements for HE, as well as preparation for budgeting/living away from home  Benchmark 3	All student in LFL: <ul style="list-style-type: none"> <li>Sessions adapted for current/future HE funding as appropriate</li> </ul> Assembly delivered by Student Finance England	Details of Student funding, loans etc. – updated every year	Students have a good understanding of how their financial circumstances will affect their funding/lending etc. Students apply for appropriate funding	Spring	HOD LfL
Impartial Careers Interview	Students who require additional support and information to help with Post 16 choices are provided with a 35 minutes impartial careers interview  Benchmark 8	Those students who lack direction or who seek a careers interview are provided with one by our External Impartial Careers Advisor	Renewal of External Impartial Careers Adviser contract	ALL students are able to make informed Post 16 choices	Feb-May	RD

In addition to the above programme, there were many lunchtime sessions planned from a range of employers, e.g. the armed forces, PWC, EY, KPMG. Year groups are invited to attend – usually Years 11-13.

We also normally have many curriculum trips and experiences with a careers focus. These have included visits to Amazon, Cadbury World, Disneyland Paris, Museums, drama workshops, Science visits and multiple university visits.

Review Date Jan 2025

# Provider Access Policy

## 1. Introduction

This policy statement 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 schools legal obligations under Section 42B of the Education Act 1997.

## 2. Pupil Entitlement

All pupils in Years 8-13 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.

## 3. Management of provider access requests

### Procedure

A provider wishing to request access should contact Lucy Willis (SLT) and Emma Weston – Careers Leader  
Telephone: 01733 751541 Email: [Careers@kings.peterborough.sch.uk](mailto:Careers@kings.peterborough.sch.uk)

### Opportunities for Access

A number of events, integrated into the school careers programme will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 8	Assembly and tutor group opportunities		Assembly and tutor group opportunities
Year 9	Assembly and tutor group opportunities		Assembly and tutor group opportunities
Year 10	Assembly and tutor group opportunities		Assembly and tutor group opportunities
Year 11	Futures Day	Post 16 Evening	
Year 12	Post 18 Assembly - Apprenticeships		Futures Programme
Year 13	Workshops – HE and higher apprenticeship applications		

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

#### 4. Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

#### Approved by:

<b>Headteacher</b>	<b>Date: January 2023</b>
	<b>Signature:</b>  <b>John Harrison</b>
<b>Chair of Governing Body</b>	<b>Date: January 2023</b>
	<b>Signature:</b>  <b>Kevin Palmer</b>

**Date for Review: January 2025**