



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

CAREERS POLICY

DATE: NOV 2022
REVISION DATE: NOV 2024

Careers Policy

Introduction

Sutton Coldfield Grammar School for Girls is committed to providing high quality independent careers advice and guidance for students, as stated in The Education Act 2011/Careers Guidance and Access for Education and Training Providers Jan 2018.

Rationale and Aims

The school will inspire all students to aim high to achieve their full potential and ultimately achieve their goals. Effective, high quality careers guidance will give students the tools necessary to make key decisions about their future pathways based on their abilities, preferences and needs. Our careers programme will promote equality of opportunity, embrace diversity and challenge stereotypes. Students will have access to impartial and independent information to equip them to make well informed decisions. The Careers Programme is planned in line with the Gatsby Benchmarks. Students will:

- 1) benefit from a stable careers programme
- 2) have access to career and labour market information
- 3) have access to personalised guidance in line with their individual needs
- 4) be aware of how curricular studies are relevant to the world of work
- 5) have opportunities to encounter employers and employees
- 6) have opportunities to experience the workplace
- 7) have opportunities to encounter further and higher education
- 8) receive personalised guidance to help them make careers decisions

Delivery of the Careers Programme (Also see Gatsby Benchmarks Mapping Document)

The school ensures the Gatsby benchmarks are met through these key actions:

- Careers provision is mapped for each year group in line with the Gatsby Benchmarks (see separate document). This ensures that careers activities are appropriate to the needs of each year group.
- Careers provision is embedded as part of the school's PSHE programme of study.
- The school uses the Unifrog platform to ensure that students have access to a wide range of high quality careers information which is all in one place and is accessible at all times through their own personal account.
- Careers events, student activities and competencies are all logged on the Unifrog platform.
- The school works with 'Learn to Work' a locally based provider of independent Careers Advisers to ensure that students have individual, independent guidance.
- Regular visits from speakers allow students to encounter university students, employers and employees from a wide range of fields.
- The Careers Leader regularly engages with the school SENDCO and pastoral leaders to ensure that Careers provision for SEND/disadvantaged/vulnerable students is appropriate, encourages high aspirations and takes into account specific needs or EHC plans where relevant.
- Students in receipt of the Pupil Premium all have 1:1 interviews with the Careers Adviser to encourage high aspirations and to give the opportunity to set meaningful goals for their future.
- An annual Careers Fair is planned for the summer term which will include representatives from a wide range of industries and careers.
- Curriculum subjects contribute by highlighting careers which are linked to their subject areas.

Key roles and responsibilities

- The Governing Board, via the Link Governor, ensures that the independent careers guidance provided is presented in an impartial manner and will promote the best interests of the students to whom it is given and includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- The Assistant Headteacher with responsibility for Character Development leads and co-ordinates the careers programme. The name and contact details of whom can be found on the school website on the Provider Access Statement.

- A part time independent Careers Adviser assists in delivering the programme through student interviews, lunchtime drop in sessions and contributing to careers sessions as part of the PSHE Programme.
- Heads of Department are responsible for informing students about careers links within their subject area.
- Heads of Year, Form tutors, the school SENDCO and Pastoral Support Mentors are responsible for completing referrals as appropriate to ensure individual students receive personalised careers guidance when needed.
- Parents are encouraged to be involved in Careers provision through attendance at progress evenings, options evenings and curriculum information evenings. They are kept informed through information about the Careers programme on the school website. Parents and carers are also invited to share their expertise and experience at careers events such as 'Meet the Professional'.

Evaluating the impact of our Careers Programme

Effectiveness of the school's Careers provision is monitored and reviewed regularly in line with the Gatsby Benchmarks. Reports are generated through Unifrog to track careers provision for individual students, year groups and whole school. Destinations data is also analysed to ensure provision is effective and to inform future planning of the Careers programme. The Compass online self evaluation tool is also completed annually to evaluate provision and to inform future careers planning.

Student opinions are sought using online surveys and through discussions with the Student Council. Parental views are sought at Parents Evenings and at Careers events such as the Sixth Form Open Evening and GCSE Curriculum evening.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Careers Policy

Is this a new or an existing policy/activity/project?

Review of existing policy

Scope/timescales for project or activity (including review date):

Updated Nov 2022. To be reviewed in Nov 2024.

Policy/project lead and Author of Equality Impact Assessment:

Mrs M Lucas (Assistant Headteacher – Character Development)

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations and actions with regard to Careers Education and provision.

Who will benefit/be affected by this policy/activity?

Students, parents and staff of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity)

No

(a) Students and members of the community? (Eg The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

The provisions of the policy are equally applicable to all.

(b) Employees?

The provisions of the policy are equally applicable to all.

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all students equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required as the policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Mrs M Lucas Date: November 2022