



**KING
EDWARD'S
SCHOOL
BATH**

KING EDWARD'S SCHOOL POLICY DOCUMENT

**Title: Careers Education, Information, Advice and
Guidance (CEIAG) Policy**

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King Edward's School is committed to promoting a career development culture that links to the mission and ethos of the school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work.

The Careers programme is an essential and central part of the broad and balanced curriculum provided by the School and the department works with local and national business, industry and other agencies to ensure relevance and to help equip all students for adult life, enabling them to proceed successfully to higher education and employment. We believe that effective careers education and guidance not only contributes to the wellbeing of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy, as well as raising the aspirations and achievements of all concerned.

Process

All students in years 7-13 are entitled to impartial, planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point. While independent schools are not obligated to observe statutory guidance, we aim to deliver at least equivalent provision. We will pay particular regard to the DfE's principles of good practice, ISI inspection criteria and the CDI framework with regard to fulfilling CEIAG duties.

The Careers Provision at King Edward's School is delivered at each key stage and through discrete whole-school events.

The Careers Department seeks to:

- provide up-to-date information on a wide range of careers and higher education courses and to ensure pupils are aware of the resources available
- enable pupils to make informed decisions about option choices for GCSE, post-16 and post-18 pathways
- provide support for parents to help them help their children to make the right decisions
- encourage pupils to develop the requisite knowledge and understanding to plan for a career which best suits their interests and abilities
- support individual aspirations, thereby improving engagement, independent learning and attainment and ensuring positive destinations
- meet the needs of specific groups including our international students, looked after children, young carers, and children with special educational needs and disabilities
- develop pupils' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improve young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- develop the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- work with parents/carers, Old Edwardians, and education, community and business partners to meet pupils' career and higher education development needs

- fulfil its duties under the Equality Act 2010 to promote equality of opportunity, foster good relations amongst all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

Our pupils are entitled to CEIAG which meets professional standards of practice and is pupil centred, impartial confidential and integrated into each pupil's experience of the whole curriculum.

Careers Education as part of the PSHE and tutorial programme.

Delivery of the CEIAG Programme is structured to ensure that pupils gain knowledge and skills and receive guidance as is appropriate to their stage of career learning, planning and development to ensure progression, through a range of group-based activities and individual interactions which will equip them to make informed choices at key stages of decision making. In the Lower and Middle Schools particularly, the CEIAG strands related to self-development, form an integrated part of PSHE and this is where it has a place within the curriculum.

- Lower School and Middle School:
 - Identifying skills and qualities to link to early aspirations;
 - Providing students with the means to understand a wide range of potential careers;
 - Introducing students to LMI and allowing them to learn much of the key terminology associated with Careers;
 - Providing students with the opportunity to meet and question our 'Inspiring Minds' speakers.
- Upper School:
 - Providing support for Post 16 options including Work Experience (WEX), preparation for interviews and core employability skills;
 - Providing guidance throughout the Year 11 options process, including giving students the opportunity to undertake Careers assessments and interviews with a qualified Careers advisor (Morrisby) This leads to an individual action plan for all Y11 pupils prior to making Post 16 option choices.
 - Providing access to a large number of potential employers and post 18 providers at our biennial Careers Convention (open to Years 10 – 13);
 - Providing students with the opportunity to meet and question our 'Inspiring Minds' speakers.
- Sixth Form:
 - Providing opportunities for students to explore a wide variety of Post 18 choices as well as core employability skills, including WEX, apprenticeship and employment applications, employability workshops and career sector talks;
 - Providing the opportunity for our Year 12 students to undertake a period of work experience, supported by the school;
 - Providing access to a large number of potential employers and post 18 providers at our biennial Careers Convention (open to Years 10 – 13);
 - Providing students with the opportunity to meet and question our 'Inspiring Minds' speakers.

Monitoring and Evaluation

The Careers programme is coordinated by the Careers Education Coordinator with the support of the Deputy Head (Academic). The Careers Education Coordinator and the Deputy Head (Academic) meet regularly to monitor the effectiveness of this policy and take action to improve outcomes where areas of development are identified. The Careers Policy will be reviewed and evaluated every two years.

Overview

This policy outlines the provision on offer for all students in achieving their employment ambitions. Students progress from King Edward's School to a range of destinations. We seek to ensure that students have high aspirations, and that the guidance they receive is impartial and tailored to their individual needs.

We seek to inform parents of labour market information and to provide them with knowledge of the choices available to their children. We respect the right of students to choose from a range of pathways.

Our Year 11s may choose to continue their education at our school, or move to another school or Further Education college, specialist provision, or into an apprenticeship. Our Year 13s mostly choose to move onto university but some also move into apprenticeships, gap years, voluntary work, internships, or straight into paid employment.

We recognise the importance of students developing strong interpersonal and communication skills; as these are vital skills for entering the workforce in the twenty-first century.

Although we are not, as an independent school, bound by the Department for Education's Careers Strategy (2017), we adhere to it insofar as it promotes good practice. Accordingly, we have employed a Careers Education Coordinator to act as the named Careers Leader in the school. Our Careers Education Coordinator provides a wide range of Careers related activities and events to all pupils in Years 7 – 13, and promotes an understanding of alternatives to university. The Careers Education Coordinator works with our UCAS team who provide clear information, assistance and guidance to our Sixth Form students who do move on to university (currently around 90% of our students).

Our Careers Education Coordinator is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 13. The Careers Education Coordinator undertakes relevant training as part of their programme of Continuing Professional Development. This information is shared with Heads of Departments and pastoral staff, including SEND/Learning Support and SMT where relevant.

Through a planned programme of activities focused on Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, King Edward's School seeks to help all our students take their place as suitably qualified and responsible adults within society.

Record-keeping

At certain stages students receive personal profiles or feedback from outside agencies. Copies of these (with the students' permission) are filed with the Careers Education Coordinator and accessible to subsequent Heads of Sector/Year and tutors and can assist future guidance or form part of reference material.

These include:

1. Morrisby Profiles (Year 11)
2. Work experience reports from employers (Year 12)
3. Action plans made by students at guidance interviews with an independent careers adviser (Year 11 upwards)
4. Morrisby Online (formerly Fast Tomato) action plans are stored within the web-based programme for pupils to access and update as required. These are accessible by named members of staff.

King Edward's School endeavours to ensure Best Practice by:

- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018) as well as guidelines from Career Development Institute
- Providing a planned programme of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers
- Providing CEIAG which is impartial, unbiased and is based on their needs.

Careers Programme Overview 2021 – 2022*

Year 7 Careers Education			
Objectives	<p>By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.</p> <ul style="list-style-type: none"> • Students are introduced to Careers Education and why it is important. • Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. • Students are introduced to careers resources and informed how to use them. • Students are introduced to a broad range of careers and gain understanding of working lives, job satisfaction and how careers develop. • Students are encouraged to keep a record of their personal career development and explain how they are benefiting from career and employability activities and experiences and what they need to do next to help achieve aspiring ambitions. 		
	Term 1	Term 2	Term 3
PSHE Careers	What is careers education and why is it important?	Exploring Careers – how do peoples' careers develop?	Completing a personal career development record.
Tutor	Careers escape rooms – a wider variety of careers	Working with Careers Prefects to explore soft skills in the workplace	Self-reflection and future goal setting.
Assemblies	Inspiring Minds speaker series	Inspiring Minds speaker series	Inspiring Minds speaker series
Events	Inspiring Minds speaker series Careers Noticeboard competition	Inspiring Minds speaker series NCW and NAW events	Year 7 "Careers in Science" day.

Year 8 Careers Education

Objectives	<ul style="list-style-type: none"> • Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages. • Students are introduced to the world of work and how it is constantly changing. • Students are encouraged to think about what they might like to achieve after school. • Students are encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students are encouraged to challenge stereotypes within the world of work and traditional job roles. • Students are encouraged to value equality, diversity and inclusion. • Students are encouraged to reassess personal strengths and qualities and recognise how these would be suitable for certain careers. • Students are encouraged to keep a record of their personal career development and explain how they are benefiting from career and employability activities and experiences and what they need to do next to help achieve aspiring ambitions. 		
	Term 1	Term 2	Term 3
PSHE Careers	Investigating jobs and labour market information.	Challenging stereotypes in the workplace.	Completing a personal career development record.
Tutor	Working with Careers Prefects to explore soft skills in the workplace.	Employability skills: team-working, problem-solving and enterprise.	Self-reflection and future goal setting.
Assemblies	Inspiring Minds speaker series	Inspiring Minds speaker series	Inspiring Minds speaker series
Events	Inspiring Minds speaker series	Inspiring Minds speaker series NCW and NAW events Year 8 'Careers in Law' day.	Inspiring Minds speaker series

Year 9 Careers Education

Objectives	<ul style="list-style-type: none"> • Students are encouraged to understand post 14 and post 16 options available to them to aid them in making informed options choices. • All students are given the opportunity to undertake Morrisby testing to help them make post 14 choices. • Students are encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students are encouraged to use the Morrisby assessment system to assist them in making post 14 choices. • Students are encouraged to identify a wide range of opportunities and choices and shown how to research the skills, qualifications and experience they need to discuss, and where necessary, negotiate their plans for the future. • Students are encouraged to reassess personal strengths with a focus on transferable skills. • Students are encouraged to keep a record of their personal career development and explain how they are benefiting from career and employability activities and experiences and what they need to do next to help achieve aspiring ambitions. 		
	Term 1	Term 2	Term 3
PSHE Careers	Making the most out of CEIAG Planning and deciding post 14	Showing initiative and enterprise	Completing a personal career development record.
Tutor	Working with Careers Prefects to consider planning for the future. What makes a good plan?	Careers based advice for post 14 options.	Self-reflection and future goal setting.
Assemblies	Inspiring Minds speaker series	Inspiring Minds speaker series	Inspiring Minds speaker series
Events	Inspiring Minds speaker series	Inspiring Minds speaker series Year 9 options evening Year 9 Morrisby testing NCW and NAW events	Year 9 'Careers in Business' day

Year 10 Careers Education			
Objectives	<ul style="list-style-type: none"> • Students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals. • Students explore work experience opportunities and begin CV and cover letter writing. • Students are made aware of safe working practises and environments in preparation for work experience and part time jobs. • Students are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students can register with the school for work experience. • Students are encouraged to keep a record of their personal career development and explain how they are benefiting from career and employability activities and experiences and what they need to do next to help achieve aspiring ambitions. 		
	Term 1	Term 2	Term 3
PSHE Careers	Learning about safe working practices and environments.	Handling rejection.	Completing a personal career development record.
Tutor	Why is work experience important?	Why do you need to be able to listen to others?	Self-reflection and future goal setting.
Assemblies	Inspiring Minds speaker series Alternatives to university and post 16 choices (including apprenticeships)	Inspiring Minds speaker series	Inspiring Minds speaker series
Events	Inspiring Minds speaker series	Inspiring Minds speaker series NCW and NAW events	Year 10 'Employability Skills' day Mock interviews Careers convention (with external participants from both industry and post 18 providers)

Year 11 Careers Education			
Objectives	<ul style="list-style-type: none"> • Students are given the opportunity to undertake full Morrisby aptitude testing. • All students given the opportunity to meet with an independent Careers advisor. • Students work on their CV and cover letter. • Students have an employability skills workshop. • Students are encouraged to think about employability and which careers appeal to them. • All students evaluate their post-16 destination plans to identify IAG needs to establish requirements for one-to-one Careers Interviews. • They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students are encouraged to access LMI independently. • Students are encouraged to keep a record of their personal career development and explain how they are benefiting from career and employability activities and experiences and what they need to do next to help achieve aspiring ambitions. 		
	Term 1	Term 2	Term 3
PSHE Careers	Employability Skills workshop (outside speaker)	Work experience guidance (how to source it virtually and in person).	Completing a personal career development record.
Tutor	What makes a good post 16 plan? How do you choose what you do post 16?	Why is body language important?	Destinations audit for all students.
Assemblies	Inspiring Minds speaker series Alternatives to university and post 16 choices (including apprenticeships)	Inspiring Minds speaker series	Inspiring Minds speaker series
Events	Inspiring Minds speaker series Morrisby aptitude testing 1-2-1 Careers interviews Employability skills workshop	Inspiring Minds speaker series NCW and NAW events	Careers convention (with external participants from both industry and post 18 providers)

Sixth Form Careers Education			
Objectives	<ul style="list-style-type: none"> • Students prepare for their Year 12 work experience • Students reflect on their work experience, skills and achievements • Students understand the range of pathways available for their possible career paths • Students begin to make choices for post-18 and set themselves realistic, aspirational ambitions • Students develop understanding of business organisation, regulation, safety and ethics • Students develop understanding of different business models and employment opportunities and practices. • Students develop economic awareness and enterprise skills • Students are encouraged to think about employability skills, which careers appeal to them and which questions they would like to ask employers and training providers • Students evaluate their post-18 destination plans to identify IAG needs to establish requirements for one-to-one Careers Interviews • Students are encouraged to use careers resources available and informed where to find out more about specific courses/careers • Students are encouraged to access LMI independently • Students understand changes to their skills, abilities and interests • Students are encouraged to keep a record of their personal career development and the benefits of career and employability experiences • Student are encouraged to consider what they need to do next to help achieve ambitions and act on these considerations 		
	Term 1	Term 2	Term 3
PSHE Careers	Post 18 options (including university and all alternatives)	WEX preparation	Pathway planning
Tutor	Careers Prefects opportunity launch (Y12) WEX success assembly (Y13)	WEX launch and planning (Y12) Careers interviews triage (Y13)	Destinations planning (Y12/13)
Assemblies	Inspiring Minds speaker series Alternatives to university and post 18 choices (including apprenticeships)	Inspiring Minds speaker series	Inspiring Minds speaker series
Events	Inspiring Minds speaker series 1-2-1 Careers interviews where requested Mentoring events	Inspiring Minds speaker series NCW and NAW events Mentoring events	Careers convention (with external participants from both industry and post 18 providers) Weekly slides and tweets Careers interviews where necessary WEX week for Year 12

Appendix 2

Careers and Employability Required Access Provision

This sets out King Edward's School's arrangements for managing the access of providers to students at King Edward's for the purposes 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.

King Edward's School will ensure appropriate access is given to all providers of Apprenticeships and Technical education. A number of events, integrated into King Edward's School's careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents.

All members of King Edward's School are committed to highlighting further education opportunities to all of our students.

Opportunities for Access

We actively seek to build partnerships with outside agencies, as a means to broaden our students' horizons and to provide them with exposure to a range of education and career pathways. We would encourage providers to contact our Careers Education Coordinator to find a suitable event to access students. All events will need a minimum lead time of six weeks. We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. Please note that the School reserves the right to withhold access if not deemed in the best interests of our students.

Appendix 3

External Partnerships Provision of Careers and Employability education is carried out in conjunction with a variety of external partners.

These include:

- Morrisby
- Careers Development Institute (CDI)
- Careers and Enterprise Company
- Links to Universities, Further Education Colleges and Apprenticeship providers
- Employers and Education Providers through our Inspiring Minds speaker series
- Changing Education
- Old Edwardian's Association
- Young Enterprise

Appendix 4

Work Experience (WEX)

Work Experience will form a part of the Careers Programme at King Edward's School, Bath. We offer our Year 12 students the opportunity to undertake in person WEX arranged through the school (using an independent provider to carry out necessary Health & Safety and insurance checks to ensure student safety) or arranged by themselves.

This should be a high quality and meaningful engagement with employers which will give them a valuable experience of the work environment and develop their employability skills.

This has an important role in developing students' employability skills, personal and social skills and helps them learn about the world of work. It is essential that any work experience placement is "meaningful" and should provide students with core employability skills (as per the Department of Education guidance); it should also provide experience of working in a career they would be interested in pursuing.

* LEGAL REQUIREMENTS AND RECOMMENDED BEST PRACTICES

There are certain legal requirements and recommended best practices that are in place to ensure the safety of all parties involved in a work experience placement. The main areas to be aware of are:

1. "Health and Safety at Work"

Those receiving training or work experience from an employer in the workplace are deemed to be 'employees' for the purposes of Health and Safety legislation. This legislation imposes responsibilities on the employer but also on the student as an 'employee':

- to take responsibility for their own health and safety and that of others who may be affected by what they do or do not do
- to co-operate with the employer and to follow instructions on Health and Safety
- not to interfere with or misuse anything provided for their health, safety or welfare.

The employer should be asked to confirm that they have a current Health & Safety Policy and that they will go through the relevant sections with the student at the start of the placement.

2. Working Time Regulations

Under the Working Time Regulations 1998 there are stringent daily and weekly working time limits for young workers under 18. The employer should comply with the Working Time Regulations and should not require the student to work in excess of the set time limits.

3. Risk Assessment

The employer should be asked to confirm that a risk assessment will be completed for the duties being undertaken by the student, taking into account the age and limited experience of the young person and that the key findings will be communicated to the student before the commencement of the placement. The employer should be informed of any medical conditions the student has, which could result in an increased risk to the student or an employee's health and safety during the placement. The employer will then be able to identify

any significant risks and the necessary control measures put in place to ensure the safety of the student.

4. Disclosure and Barring Service (DBS)

Schools are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. Barred list checks by the DBS may be required on some people who supervise a child under the age of 16 on a work experience placement. The School will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. If the work is likely to be regulated activity, the School will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person. If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college or in the early years or health care sector, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider is expected to consider whether a DBS enhanced check should be requested for the pupil in question. DBS checks cannot be requested for children/young people under the age of 16.

5. Employer's & Public Liability Insurance

Employer's Liability Insurance covers the firm's legal liability for injuries sustained by employees (including students on work experience) whilst at work. Confirmation should be requested and received that the prospective 'employer' does have both Employer's and Public Liability Insurances in force, and that the latter does not exclude abuse. The employer must notify their insurers that they participate in work experience placements. If the employer does not confirm that these Insurances are in place, students should not attend such establishments. It should be noted that Sole Traders have no requirement for Employers' Liability Insurance and a student would not have the protection available under such insurance. Placements with Sole Traders should therefore be avoided unless such insurance was confirmed as being in place. Crown Exempt Concerns: Normally such concerns e.g. Health Authorities and Ministry of Defence Establishments will require the school or student to sign a Form of Indemnity. Any forms of Indemnity should be referred to the School's Bursar for vetting prior to signature. Work Experience Abroad: the equivalent of Employer's Liability Insurance is often not available to persons on work experience overseas. Each case should be referred to the Bursar as very different criteria apply.

6. Motor Vehicle Insurance

If the student will travel with an employee or their supervisor during the placement, it is essential that the vehicle is insured appropriately to cover the work experience student for business travel.

Note

When a placement is organised by the student and their parents, parents will be advised of these matters and should satisfy themselves that they are happy with the employer's arrangements for the work experience. The student should inform the school of the placement and enable any checks to be carried out. When a placement is directly arranged by the School, then the school will, by means of the independent provider confirm to parents

that the employer has agreed to the student working in accordance with the Statement of Understanding and acknowledged his/her responsibilities under the Health and Safety at Work Act.