



BLENHEIM
SCHOOLS

Careers Guidance Policy

Policy Folder: Education

Quinton House School CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY

Principles

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them. Schools have a statutory duty to secure independent and impartial careers guidance for students in Years 7-13. 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 ISI, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The Gatsby Benchmark is a framework outlining the best careers provision in schools and colleges, the school's Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across Years 7-13, these guidelines are also embedded within curriculum and enrichment activities.

Research tells us that careers education is fundamental to school improvement – students are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states: "A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment."



The eight Gatsby Benchmarks are:

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.
2. Learning from labour market information	Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace



8 Personal guidance	Every student should have opportunities for guidance interviews with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs
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Objectives

Quinton House School is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

1. Inspire young people about their future prospects
2. Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
3. Enable students to make realistic and well-informed career decisions and transitions
4. Equip students with the employability skills and study skills they need to succeed beyond school life
5. Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
6. To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts
7. To provide CEIAG in partnership with students themselves, their parents / guardians and our chosen professional and community partners.

Provision

Quinton House School is committed to providing a planned programme of CEIAG for all students and students in Years 7-13 in partnership with independent and impartial guidance.

Quinton House School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.



The School will work closely with external partners to ensure that specific groups of students get appropriate careers advice and guidance. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school.

We believe that skills for careers and employability should start in Year 7 and so we have introduced a Skills Builder programme through the Personal Development Tutorial slot each week. This framework covers eight key life skills (Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Team Work) in a structured series of activities which builds up student's employability skills over time. This will roll through all year groups over the next five years.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, ISI and other agencies as appropriate.

More information about the provision can be found in Appendix 1.

Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by form tutors through the personal development and PSHE programme. The CEIAG programme is planned, monitored and evaluated by the Senior leadership team.

Curriculum

The careers programme for each year group is constructed around taught careers education, assemblies, events, work-related learning, online and printed information, personal tutoring, group work and individual interviews.

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area includes links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn. Students are involved in the evaluation of activities; feedback is collated and fed into the CEIAG development plan and the overall school development plan.

Partnerships

Quinton House School works with a range of partners to deliver the CEIAG programme. We work closely with the Chamber of Commerce, local universities and a range of employers who meet our students in different settings. All students in years 7-13 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.

Resources

Staff development

Staff training needs are identified by making use of the training needs analysis for CEIAG. The CPD at Quinton House School endeavours to meet training needs within an agreed period of time.

MONITORING, REVIEW AND EVALUATION

Aspects of the programme are regularly evaluated by students and the SLT.

The Careers Quality Standards and Gatsby Benchmarks will be used to identify desirable improvements.



Appendix 1

September 2025, students from Yr7 to 11 will complete a career's learning journey with the use of Xello, PSHE sessions. The programme is in line with achieving all GATSBY benchmarks.

Year 7

Assemblies from HoP and other external providers.

Advice from teachers – subject and Key Stage career notice boards.

Careers Corner (in the library) – Prospectuses and Future Careers

Xello careers guided sessions will run during form time which include:

Introduction to Xello

What are skills?

Matchmaker

Goals and plans

What is your dream job?

Xello lessons and assignments - Will begin in Year 7 starting with a series of mini sessions with the form tutor. These include:

Teamwork

Staying Positive

Year 8

Assemblies from HoY and other external providers.

HoY –Drop-ins

Xello, and on-line websites.

Advice from teachers – subject and Key Stage career notice boards.

Careers Corner (in the library) – Prospectuses and Future Careers.

Xello careers guided sessions will run during form time which include:

Identifying Interests

Matchmaker

Skills analysis

University V Apprenticeships

CV builder

Skill for careers

Year 9

Year 9 students will be involved with a range of Careers Education, Information, and Guidance over the duration of your school year. To support GCSE option choices, Yr9 Options evening (February) will give students the opportunity to work through their options to career opportunities.

During PSHE students will focus on the job market and how their GCSE subjects match these job roles. They will also understand different career pathways such as apprenticeships and new technical qualifications. Assemblies from Aspirational Speakers, and other external providers.

Advice from teachers – subject and Key Stage career notice boards.

Assemblies from HoY and other external providers.

Careers Corner (in the library) – Prospectuses and Future Careers.

Xello careers guided sessions will run during form time which include:

Leadership Skills

Your skills, your team

Review of goals and plans

Learning styles

CV writing

Year 10



Year 10 students will be involved with a range of Careers Education, Information, and Guidance over the duration of your school year.

Y10 will complete planning for the future sessions during PSHE scheme of learning. This includes goal setting but also personal marketing and branding. During July, Year 10 students will focus on how to represent themselves professionally and key interview techniques. Year 10 will prepare for a MOCK interview day where they will come face to face with professionally visitors. Students will also understand relevant Labour Market Information delivered within an assembly by local industries.

Assemblies from HoY and other external providers.

Advice from teachers – subject and Key Stage career notice boards.

Careers Corner (in the library) – Prospectuses and Future Careers.

Xello careers guided sessions will run during form time which include:

Teamwork and Communication

Independency

Behaviour at work

Year 11

During Year 11 students will receive one to one career's advice. During September, students will also have guided session with form tutors who will demonstrate effective use of Xello giving students autonomy over their own careers planning journey.

You will also have full access to all our Xello Resources:

Assemblies from Aspirational Speakers, other external providers.

Xello, and other on-line websites.

Advice from teachers – subject and Key Stage career notice boards.

Careers Corner (in the library) – Prospectuses and Future Careers.

Xello careers guided sessions will run during form time which include:

Post16 options

BTEC and A Levels

Apprenticeships

Year 12/13

As a Sixth Form student, your Post 18 and career choices become even more important as your start Year 12. As such, you will receive a wide range of useful information during form time, assemblies and tutorials. Topics covered by internal and guest speakers include:

University choices and application processes

Higher and Degree level apprenticeships and application processes

Gap year and student travel

Student finance and budgeting

You will also take part in work experience placements, in order to develop your understanding of the world of work and support your future choices.

'Employability Days' are also a key part of careers guidance throughout Year 12. Here, you will experience small group sessions with lots of different employers and employees in your field(s) of interest. You will also get the chance to visit a university, hear from apprenticeship providers and receive excellent support and guidance on your next steps.

Students will also be allocated a tutor to support them through their Post 18 decisions or apprenticeship or UCAS applications and interviews.

The 'Scholars Programme' is also in place to support our highest achievers with their Post 18 decisions around Russell Group and Oxbridge university choices. This programme includes half termly meetings which focus on researching choices, career pathways, scholarships, summer





schools and also include talks from Russell group universities themselves. Students also visit a Russell Group university and have the opportunity to take part in the Oxbridge national conference. Links have also been made with representatives from both University of Cambridge and the University of Oxford to provide external workshops at key points of the year around applications and interviews.

You will also have full access to all our Xello Resources:

- Xello and other on-line websites.

- Advice from teachers – subject and career notice boards.

- Careers Resources (in the study area) – Prospectuses and careers publications.





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