



## Careers Education, Guidance and Provider Access Policy

<b>Reviewed:</b>	<b>June 2025</b>
<b>Review date:</b>	<b>June 2028</b>
<b>Review cycle:</b>	<b>Every 3 years</b>
<b>Author:</b>	<b>SLE (2028 review will be EPE)</b>
<b>Committee:</b>	<b>School Board</b>

### **Rationale**

Kings Norton Girls' school is committed to offering all students high quality career learning opportunities to support the school mission of 'opening a world of opportunities. These opportunities are provided through a programme of internal careers education lessons, careers activities, careers meetings providing personalised advice and guidance (IAG) and a programme of employer engagement.

Our internal programme of careers education at Kings Norton Girls' School is taught within the PSHE curriculum and a series of off-timetable days. The programme prepares students in years 7–13 for their post-16 and post-18 pathways and future working life as well as developing twelve key competencies and students' ability to articulate and exemplify how they can demonstrate them. The programme and its aims are under-pinned by the school values of demonstrating respect and courage in order to flourish. Our careers education and guidance will support students in planning for and achieving ambitious destinations both with their next steps and into their working lives.

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose 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.

This programme is co-ordinated by the Assistant Headteacher who is the Careers Lead.

### **Practice**

At Kings Norton Girls' School all students are entitled to, and receive, Careers Education, Information, Advice and Guidance which:-

- is independent and impartial;
- is easily accessible and free of charge;
- is based on the principle of equality of opportunity;
- is provided by adults with appropriate education and training;
- is structured and forms an integral part of students' overall education;
- recognises the contribution of students to their own career development;
- recognises the contribution of others, particularly parents, to this process;
- recognises the contribution of employers, apprenticeship providers, FE colleges, and universities;

- enables them to find out about technical education qualifications, apprenticeship opportunities and information on the full range of education and training options available at each transition point;
- enables them to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions, careers fairs, careers forums and work experience;
- supports understanding on how to make applications for the full range of academic and technical courses;
- respects the confidentiality of personal information.

This is provided through:

- A structured programme of careers guidance, information and advice through the PSHE programme including identification and development of twelve key competencies, help with basic career management skills such as CV writing, job searches and job interviews;
- One to one meeting with a qualified careers advisor.
- Contact with the world of work through participation in work experience in Years 10 and 12.
- Lessons where teachers link subject content to real-world applications and career pathways, signposting where and how the knowledge and skills students gain in each subject can be applied in various jobs and industries.
- Contact with the world of work through off-timetable days including; Challenge Days, Year 9 Community Outreach days, Careers Forums, Y10 IAG Day.
- A number of planned activities to help develop knowledge and understanding of careers and the world of work, enabling participation in meaningful interactions with employers who are experts in their field. Planned talks by a range of alternative post-16 and post-18 education, apprenticeship and training providers.
- Comprehensive subscription to Unifrog which supports students' access to labour market information, careers research, personal development profiling and Post-16 and Post-18 applications.
- Annual careers forums.
- Access to open days at FE and HE institutions and universities.
- Up to date careers library and electronic noticeboard which contains a wide range of prospectuses for further and higher education as well as information on a large number of careers and training paths.
- During each Key Stage, all pupils can access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and Carers can access this information on the KNGS website.

### **Key stage 3**

From year 7, students are introduced to the careers library and encouraged to make use of its facilities which include access to careers computer software. Students are given access to , and shown how to use, Unifrog in Year 8 . Over the course of the key stage, they have a number of careers lessons linked to developing key employability skills and a knowledge about the world of work and education pathways.,

At KNGS, we are committed to ensuring that students in Years 7 to 9 engage in multiple, varied, and meaningful employer-led activities that inspire and inform their future career aspirations. These experiences are designed to broaden students' understanding of the world of work. These activities are embedded both within and beyond the curriculum. In school, students benefit from events such as the annual Careers Panel, where they interact directly with professionals from a range of industries with opportunities to learn about varied career pathways. Beyond the classroom, students participate in educational trips, where each visit is an opportunity to experience the world of work, as well as events like the Year 9 Challenge Day, which provide immersive, real-world contexts for learning and career exploration.

In Year 9, we also aim for all students to take part in community outreach activities, helping them develop a sense of social responsibility, empathy, and active citizenship. These experiences complement their career learning by fostering key personal and interpersonal skills as well as an opportunity to visit a workplace and complete tasks set by the employer where the activities take place.

Through this approach, we aim to build students' confidence, raise aspirations, and equip them with the knowledge and skills needed to make informed choices about their futures.

During Year 9 Students are given help and advice with their GCSE and other and made aware of opportunities to enrol at alternative educational institutions where they can complete key stage 4. Identified Year 9 students will benefit from an early one-to-one careers meeting.

Through this approach, we aim to build students' confidence, raise aspirations, and equip them with the knowledge and skills needed to make informed choices about their futures.

### **Key stage 4**

Students continue to work through the learning aspects at a more sophisticated and detailed level. They are encouraged to make regular use of the careers library. The full range of post-16 possibilities, including technical education qualifications and apprenticeships, are explored through a number of activities, including contact with and visits to FE, training and work-based facilities. Talks by employers are included as well as impartial one-to-one career meetings for all students in Year 11. Year 10 students participate in a one-week work experience placement where students experience a real working environment and participate in an annual careers forum. Parents are encouraged to be involved in and supportive of these activities through regular updates in the Parent Newsletter. Special attention is given to the needs of disadvantaged students and those with SEND. For example, these students will have their one-to-one meeting prioritised, some students will have Preparation for Adulthood meetings in Year 9 but *all* disadvantaged students will be met with in the summer term of year 10 to provide timely and individualised support ahead of Year 12

Year 11 destinations are tracked throughout the year and appropriate support given where it is needed. On GCSE results day staff are on hand to give additional guidance if needed.

### **Post-16**

The post-16 careers provision is part of our sixth form PSHE and enrichment programme. Students are encouraged to reflect on their own personal development. They are kept aware of changing career processes and opportunities, as well as being encouraged to carry out their own research and to develop their personal network of support. Students are offered help in preparing for and performing well in interview and selection processes for university, apprenticeships, employment and training. Visits to higher education and other institutions are arranged. We ensure that the best possible up-to-date impartial advice is available for all pathways including Apprenticeships and the qualified careers advisor is available for one-to-one meetings where they are beneficial. There is a comprehensive programme of support for preparing for Post-18 applications, including the UCAS process, in the final half-term of Year 12. There is bespoke support for students considering an Oxbridge or Medicine and related applications. Year 12 students participate in a one-week work experience placement.

### **Baker Clause Compliance: Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact *Emma Peach*, (Assistant Headteacher)  
Telephone: 0121 675 1305 Email: [epeach@knqs.co.uk](mailto:epeach@knqs.co.uk)

#### **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 Learning Hub, which is managed by the school librarian and careers interviewer. The Learning Hub is available to all students at lunch and break times.

### 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 including:

<b>Year 7-12</b> <ul style="list-style-type: none"> <li>• <b>Careers Forum;</b> an event for Employers, Universities, 6<sup>th</sup> form colleges, FE and HE colleges and Apprenticeship providers</li> </ul>
<b>Year 9</b> <ul style="list-style-type: none"> <li>• Community outreach; 1-day work which supports the community</li> <li>• <b>KS4 options events :</b> <ul style="list-style-type: none"> <li>➢ Option choices</li> <li>➢ Employer engagement</li> <li>➢ Apprenticeship , University, post 16 college information for parents/ carers</li> <li>➢ <b>Challenge Day</b></li> </ul> </li> </ul>
<b>Year 10</b> <ul style="list-style-type: none"> <li>• <b>CEIAG off timetable day:</b> <ul style="list-style-type: none"> <li>➢ Labour market information</li> <li>➢ Apprenticeship, University, 6<sup>th</sup> form and post-16 college information</li> </ul> </li> <li>• Work experience.</li> </ul> <p>Small group sessions: future education, training and employment options</p>
<b>Year 11</b> <ul style="list-style-type: none"> <li>• Support for post 16 interviews</li> <li>• Visits to local FE providers.</li> </ul>
<b>Year 12 and Year 13</b> <ul style="list-style-type: none"> <li>• University Visits</li> <li>• External speakers</li> <li>• University webinars</li> <li>• Apprenticeship talks.</li> <li>• Gap year assembly</li> <li>• Preparation for UCAS applications. University and apprenticeships</li> <li>• Work experience</li> <li>• Challenge Day</li> <li>• Local volunteering opportunities assembly</li> <li>• Workshops (e.g. STEM)</li> <li>• UCAS programme</li> </ul>

### Monitoring & Review

- The school's careers education policy is monitored on a regular basis by the Assistant Headteacher to ensure that it meets all statutory requirements, the needs of our students and prepares them effectively for work and life in the 21<sup>st</sup> century.
- The Compass self-assessment tool is used half termly to evaluate our progress against the Gatsby benchmarks.
- Careers initiatives are reviewed with key staff and students and the Standards & Curriculum Committee of the Governing Body.
- The school makes use of and contributes to the DFE Destination Measures data which helps us to assess our success in supporting our students to take up education and training opportunities when they leave the school.

- The September guarantee returns are used to produce a summary analysis of Y11 and Y13 destinations.
- Provider access is reviewed with key staff and students and the Standards & Curriculum Committee of the Governing Body.

#### **Other Policies and Procedures Linked to the Careers Education and Guidance Policy**

- Curriculum Policy
- No Platform / Visitor Speaker Policy

#### **Link Governor**

Link governor is John Abbott