



Policy: Careers Education

Member of Staff Responsible:

Jane Hinkins

Approved by Full Board on:

11 December 2025

Review date:

November 2027

Careers Education Policy

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1. Introduction

Harrogate Grammar School is committed to providing a comprehensive Careers Education Information and Guidance (CEIAG) programme which fulfils the Gatsby Benchmarks. This policy is underpinned by our long-term vision and aim to provide an outstanding careers programme which encompasses the school values of 'Excellence for All' and, in this, the school recognises:

- The requirement that the school provides a rich CEIAG programme in line with statutory guidance.
- The importance of providing a comprehensive and impartial programme which meets the needs of all students and includes information on the full range of opportunities available to enable students to make the most of their talents and select the most appropriate 14-19 pathway for them.
- The importance of providing opportunities for students to develop the knowledge and skills they will need to make future decisions, to enable them to explore and research opportunities available so they can be ready for next stages of their education, training or employment.
- The importance of raising student aspirations, challenging stereotypes and promoting equality and diversity as well as the requirement for equality of opportunity in respect of gender, race and disability.
- The importance of continuous reflection and evaluation of the CEIAG programme using the Compass Tool and resources provided by the Careers and Enterprise Company to ensure that the needs of all stakeholders are met.

2. Statutory Requirements

This policy is underpinned by Section 42A, 42B, 45 and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008, Schedule 4 (15) of the School Information (England) Regulations 2008 and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in May 2025.

The policy also follows current good practice recommendations from the Careers and Enterprise Company (CEC) and Careers Development Institute (CDI) to ensure that Harrogate Grammar School follows the new regulations relating to CEIAG and the Gatsby Benchmarks of good practice:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The statutory requirements for Year 7 to 11 are delivered through the Big Picture Personal Development programme and students in Years 12 and 13 follow the Sixth Form Progression Programme. Lessons are delivered by form tutors with resources provided by the Personal

Development Coordinator/Careers Leader in Key Stage 3 and Key Stage 4 along with assemblies and a range of activities during the year to support staff and students. Sixth Form resources and assemblies are provided by the Assistant Director of Sixth Form (responsible for the Progression programme) and Director of Sixth Form. Destination data is collated and reported within the required deadlines, including progression updates.

Impartial and independent careers guidance is accessed through the school Level 6 qualified and CDI registered Careers Advisers and the school also works with other external agencies to provide quality CEIAG including local networks, the LEA, employers, the Local Enterprise Partnership (LEP), National Careers Service, local FE colleges/providers, universities and college HE providers, apprenticeship providers, NYBEP, the external Enterprise Coordinator and external Enterprise Adviser linked to Harrogate Grammar School.

Key CEIAG Staff/Roles:

Assistant Head/Director of Sixth Form/SLT Lead for Careers	Ben Twitchin
Careers Leader/Personal Development Coordinator	Jane Hinkins
Careers Adviser	Karen Mitchell/Emmi
Wainwright	
Assistant Director of Sixth Form (Progression)	Hannah Russell
SENCO	Kate Hooper
Link Governor – Careers	Victoria Cliffe

3. Aims of the CEIAG programme at Harrogate Grammar School

Harrogate Grammar School strives to ensure that the CEIAG programme and careers guidance treats all students as individuals and caters to their own needs and aspirations. Through the careers programme students will develop the skills they need to make future decisions, explore and research opportunities available to them, understand how to review their achievements and present themselves in the world of work. Students will be encouraged to develop their knowledge, skills and understanding of careers education through the following three strands:

- **Self-Development:** To enable students to understand themselves and the influences on them, to recognise their strengths, the areas they need to improve, their skills, motivations, values and personal qualities through their career journey while at HGS.
- **Career Exploration:** To enable students to investigate and raise their aspirations through career related learning opportunities and work experience. The aim for students is to develop a knowledge and understanding of labour market information (LMI), the influence of society, wider employment trends and the range of options and routes available to them now and in the future.
- **Career Management:** To enable students to make and adjust plans to manage change and transition effectively from one stage of education, training or work into the next.

Students are made aware that the raising of the participation age (RPA) means they must continue in education or training until they are 18. It does not mean they must stay in school, but can choose one of the following options:

- Full-time education, such as school, college or learning provider
- Work-based learning, such as an apprenticeship or supported internship
- Part-time education or training if you are employed, self-employed or volunteering for 20 hours or more a week

4. Implementation of Careers Education, Information and Guidance - Learner Entitlement

Harrogate Grammar School aims to provide clear and impartial careers information, advice and guidance about all the options available to students when making their Post 16 and Post 18 choices to enable students to make an informed decision and prepare for their future.

CEIAG is delivered through the Big Picture Personal Development programme for Years 7-11 and students in Years 12 and 13 follow the Sixth Form Progression Programme. Lessons are delivered by form tutors with resources provided by the Personal Development Coordinator (who is also the Careers Leader) in Key Stage 3 and Key Stage 4 along with assemblies and a range of activities during the year to support staff and students. Sixth Form resources, assemblies and careers themed activities are provided by the Assistant Director of Sixth Form and Director of Sixth Form.

Students in Years 7-11 use online platforms to support their development of career research and careers management skills. Students in Sixth Form use Unifrog software for UCAS applications and are supported by the student's tutor, co-ordinated and overseen by the Assistant Director of Sixth Form and the Director of Sixth Form. Students are also provided with access to a range of additional websites to ensure they have the most up to date and accurate information including comprehensive sources of current careers information, LMI, and career tools to support their future aspirations, goals and career planning. Students and parents/carers also have access to information as all software and websites should be accessible at school and at home.

Students with additional needs are supported through a bespoke approach ensuring they receive personalised provision including reviews of a student's EHCP at key transition points and the facilitation of a well-managed transition best suited to their individual needs.

Impartial advice and guidance is also provided by qualified Careers Advisers and all students in Years 7 – 13 are entitled to access this provision through self-referral and a range of activities provided as part of the CEIAG programme during the year which include:

- Every student in Year 11 is offered the opportunity to attend a careers guidance session with the Careers Advisers in the autumn term and receives a personalised action plan following this session. Year 11 students are also encouraged to self-refer during Year 11 if further support and guidance is required.
- Every student in Year 12 will be offered the opportunity to attend a careers guidance session with the Careers Advisers in the spring and summer term and receives a personalised action plan following this session. Year 12 students are also encouraged to self-refer during Year 12 and Year 13 if further support and guidance is required.
- Individual interviews are available for Year 7, 8, 9, 10, 11, 12 and 13 through staff and self-referral throughout the year.
- Assemblies, group sessions, talks to year groups and careers themed events during the year are arranged by the Careers Leader, Careers Advisers and Sixth Form team.
- Attendance at Parent Consultation Evenings, the annual Careers Fair, support for students and parents on GCSE and A Level exam results day also provides opportunities to access impartial advice and guidance.
- The advertising of upcoming opportunities and events on display boards in the Careers Hub in main school and the Sixth Form Careers Centre and emailed when appropriate to students via their school email.
- Liaising with FE providers to collate information on behalf of the school for reporting Destinations Measures data and to provide up-to-date guidance and advice for students about courses and pathway options.

- Liaising with the Learning Support Team to support students with additional needs and personalised liaison with FE and specialist local providers to enable a smooth transition for the student.

Students and parents/carers will be informed of careers related resources, activities, and any external in person/virtual opportunities that the school is made aware of through a combination of the following:

- The CEIAG school policy
- School bulletins/letters/emails informing them of specific CEAIG events during the school year
- The Personal Development and Careers and Sixth Form pages of the school website
- Through school social media platforms
- Access to the Careers Leader, Careers Adviser, Director of Sixth Form and Assistant Director of Sixth Form via telephone, email or appointment. Parents/carers may, with the consent of the student concerned, also attend an individual advice and guidance session with the Careers Adviser.

5. Summary of provision by year group

The information below outlines the CEIAG programme at HGS which is delivered during the academic year to enable students access to information on the full range of career pathways available so that they are empowered to make informed choices about their next steps and the career options available to them.

Year 7	<ul style="list-style-type: none"> • Students are introduced to the CEIAG programme at HGS and how Big Picture lessons along with a range of other careers related activities will support their self-development, career exploration and career management skills as they progress through their secondary education. • Students attend careers related assemblies delivered by the Careers Leader and Careers Adviser as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers, the world of work and employment options for the future. • Students are encouraged to start to think about their strengths and interests and to match these with potential careers. • Students are introduced to future careers related to subject areas and are introduced to resources for career research. • Students are introduced to the concept of transferable skills and the importance of developing employability skills using the Skills Builder Framework. • All students across Years 7-13 are invited to the annual HGS Careers Fair in November. • All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. • All students in Years 7-11 participate in careers themed Big Picture mornings which provide the opportunity to listen to presentations by different education and training providers as well as a range of industry sectors before completing careers related activities to develop further awareness of pathways, the world of work and the importance of developing employability/transferable skills.
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	<ul style="list-style-type: none"> • All students in Years 7 – 13 are encouraged to engage with the resources and activities provided during key weeks throughout the year including National T Levels Week, National Green Week, National Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available. • All students are encouraged to participate in Future Ready Friday events during the year when careers themed pop-up stands are provided for students to meet and talk with visitors from a variety of education, training and industry backgrounds. • Students are also welcome to self-refer for a career guidance meeting during the year with the Careers Adviser and can also attend the drop-in sessions at lunchtime in the Careers Office. • Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
Year 8	<ul style="list-style-type: none"> • Students continue to participate in Big Picture lessons along with a range of other careers related activities to support the development of their self-development, career exploration and career management skills as they progress through their secondary education. • Students continue to attend careers related assemblies delivered by the Careers Leader and Careers Adviser as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers, the world of work and employment options for the future. • Students are encouraged to develop careers investigation skills and to further develop their understanding and awareness of the variety of different routes into education pathways and employment. • Students will develop the understanding of job comparison research looking at skills needed, income, qualifications, and employment conditions. • Students are encouraged to use careers resources in more detail to explore different career areas and match careers to their strengths and interests. • Students are encouraged to recognise stereotypical views and to understand how job stereotyping might affect own career choice. • Students continue to develop their understanding of transferable skills and the importance of developing employability skills using the Skills Builder Framework. • All students across Years 7-13 are invited to the annual HGS Careers Fair in November. • All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. • All students in Years 7-11 participate in careers themed Big Picture mornings which provide the opportunity to listen to presentations by different education and training providers as well as a range of industry sectors before completing careers related activities to develop further awareness of pathways, the world of work and the importance of developing employability/transferable skills. • All students in Years 7 – 13 are encouraged to engage with the resources and activities provided during key weeks throughout the year

	<p>including National T Levels Week, National Green Week, National Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available.</p> <ul style="list-style-type: none"> • All students are encouraged to participate in Future Ready Friday events during the year when careers themed pop-up stands are provided for students to meet and talk with visitors from a variety of education, training and industry backgrounds. • Students are also welcome to self-refer for a career guidance meeting during the year with the Careers Adviser and can also attend the drop-in sessions at lunchtime in the Careers Office. • Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
Year 9	<ul style="list-style-type: none"> • Students continue to participate in Big Picture lessons along with a range of other careers related activities to support the development of their self-development, career exploration and career management skills as they progress through their secondary education. This aims to support the main focus of Year 9 which is choosing Key Stage Four GCSE options. • Students will be supported to understand the options choices procedure at Harrogate Grammar School through assemblies and presentations, options booklets/resources/information provided and Big Picture lessons. • Students continue to attend careers related assemblies delivered by the Careers Leader and Careers Adviser as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers/the world of work and employment options for the future. • Students will find out about which GCSEs they may need for different future careers and what types of careers relate to subjects they are interested in including STEM careers. • Students will further develop their career research skills and decision-making skills. • Students identified as potentially NEET, vulnerable or at risk of disengaging are targeted and prioritised for early intervention and careers interviews. • Students continue to develop their understanding of transferable skills and the importance of developing employability skills using the Skills Builder Framework. • All students across Years 7-13 are invited to the annual HGS Careers Fair in November. • All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. • All students in Years 7-11 participate in careers themed Big Picture mornings which provide the opportunity to listen to presentations by different education and training providers as well as a range of industry sectors before completing careers related activities to develop further awareness of pathways, the world of work and the importance of developing employability/transferable skills. • All students in Years 7 – 13 are encouraged to engage with the resources and activities provided during key weeks throughout the year including National T Levels Week, National Green Week, National

	<p>Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available.</p> <ul style="list-style-type: none"> • All students are encouraged to participate in Future Ready Friday events during the year when careers themed pop-up stands are provided for students to meet and talk with visitors from a variety of education, training and industry backgrounds. • Students are also welcome to self-refer for a career guidance meeting during the year with the Careers Adviser and can also attend the drop-in sessions at lunchtime in the Careers Office. • Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
Year 10	<ul style="list-style-type: none"> • Students continue to participate in Big Picture lessons along with a range of other careers related activities to support the development of their self-development, career exploration and career management skills as they progress through their secondary education. This aims to support the focus of Year 10 which is successful progression through Key Stage Four GCSE courses and starting to prepare for Year 11 Post-16 options. • Students continue to attend careers related assemblies delivered by the Careers Leader, Careers Adviser, Director of Upper School and Year Manager as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers/the world of work and employment options for the future. • Students continue to use careers related platforms to learn more about LMI, careers and employment sectors to widen their knowledge and future aspirations of the different pathways and careers available. • Students are provided with the opportunity to complete an in-person work experience placement during the 'Year 10 Work Experience Week' in July. They are also encouraged to engage with additional virtual and/or in-person careers related activities and opportunities. • Students will update their CV and covering letter from Key Stage 3 and continue to develop their interview skills. • Students identified as potentially NEET, vulnerable or at risk of disengaging are targeted and prioritised for early intervention and careers interviews. • Students are invited by the Year Manager and Careers Advisers to attend a taster day session at a local FE provider to support and inspire Post 16 options planning. • Students continue to develop their understanding of transferable skills and the importance of developing employability skills using the Skills Builder Framework. • All students across Years 7-13 are invited to the annual HGS Careers Fair in November. • All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. • All students in Years 7-11 participate in careers themed Big Picture mornings which provide the opportunity to listen to presentations by different education and training providers as well as a range of industry sectors before completing careers related activities to develop further awareness of pathways, the world of work and the importance of developing employability/transferable skills.

	<ul style="list-style-type: none"> • All students in Years 7 – 13 are encouraged to engage with the resources and activities provided during key weeks throughout the year including National T Levels Week, National Green Week, National Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available. • All students are encouraged to participate in Future Ready Friday events during the year when careers themed pop-up stands are provided for students to meet and talk with visitors from a variety of education, training and industry backgrounds. • Students are also welcome to self-refer for a career guidance meeting during the year with the Careers Adviser and can also attend the drop-in sessions at lunchtime in the Careers Office. • Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
Year 11	<ul style="list-style-type: none"> • Students continue to participate in Big Picture lessons along with a range of other careers related activities to support the development of their self-development, career exploration and career management skills as they progress through their secondary education. This aims to support the focus of Year 11 which is successful completion of their Key Stage Four GCSE courses and Post 16 options and applications. • Students continue to use careers related platforms to learn more about LMI, careers and employment sectors to widen their knowledge and future aspirations of the different pathways and careers available at Post 16 and Post 18. • Students continue to attend careers related assemblies delivered by the Careers Leader, Careers Adviser, Director of Sixth Form, Director of Upper School and Year Manager as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers/the world of work and employment options for the future. • Students are invited to attend a careers guidance session with the Careers Advisers in the autumn term and receive a personalised action plan to support next steps. Students are also welcome to self-refer for a further career guidance meeting during the year with the Careers Advisers and can also attend the drop-in sessions at lunchtime in the Careers Office. • Students are made aware of all options available to them Post 16 including staying on at HGS Sixth Form/moving onto another sixth form/college course/apprenticeships and traineeships. • Students are encouraged to explore the different types and levels of courses including A levels, T Levels, vocational courses, apprenticeships, traineeships and the advantages/disadvantages of each of these. • Students are signposted and encouraged to attend other local Post 16 provider open days and taster events to support their Post 16 options research. • Students continue to develop their career research skills and decision-making skills to meet application deadlines as required. • Students are encouraged to continue developing their use of Labour Market Information (LMI) exploring different careers, qualifications

	<p>needed, average salaries, how to find live vacancies, apprenticeships available in that career area, jobs of the future and job prospects in the local Harrogate/North Yorkshire area.</p> <ul style="list-style-type: none"> • All students in Years 7-11 participate in careers themed Big Picture mornings which provide the opportunity to listen to presentations by different education and training providers as well as a range of industry sectors before completing careers related activities to develop further awareness of pathways, the world of work and the importance of developing employability/transferable skills. • Students attend the HGS Sixth Form internal taster day in January to sample studying subjects they may be interested in. Students who do not wish to stay on in the Sixth Form, and who may be considering other courses/pathways, have the opportunity to attend an alternative taster day in school with the Careers Leader and Careers Advisers to complete activities and presentations by FE providers during the day to support applications. • Students identified as potentially NEET, vulnerable or at risk of disengaging are targeted and prioritised for early intervention, mentoring and additional careers interviews or support. • Students complete a second virtual work experience placement during Year 11 through Big Picture lessons and are also encouraged to engage with additional virtual and/or in person careers related activities and opportunities such as careers fairs; apprenticeship and employer fairs; University & HE fairs to speak to representative's first-hand about the opportunities/courses they offer. Students are also encouraged to participate in work experience or volunteering activities to develop their understanding of the world of work and further develop their essential/transferable skills. • Students continue to develop their understanding of transferable skills and the importance of developing employability skills using the Skills Builder Framework. • All students across Years 7-13 are invited to the annual HGS Careers Fair in November. • All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. • All students in Years 7 – 13 are encouraged to engage with the resources and activities provided during key weeks throughout the year including National T Levels Week, National Green Week, National Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available. • All students are encouraged to participate in Future Ready Friday events during the year when careers themed pop-up stands are provided for students to meet and talk with visitors from a variety of education, training and industry backgrounds. • Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and also through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
Year 12	<ul style="list-style-type: none"> • Year 12 students complete a progression programme in line with the Gatsby Benchmarks and the PHSE Association learning objectives. These lessons are designed to promote career pathways, post 18 options, develop students for life after sixth form either in the work place

	<p>or day to day living, explore age related PSHE topics and educate the students on current affairs.</p> <ul style="list-style-type: none"> Curriculum is split into 2 parts; PSHE topics and Post 18 Progression Topics. Students continue to attend careers related assemblies delivered by the Careers Leader, Careers Adviser, Director of Sixth Form, as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers/the world of work and employment options for the future. Students are invited to attend a careers guidance session with the Careers Adviser in the autumn term and receive a personalised action plan to support next steps. Students are also welcome to self-refer for a further career guidance meeting during the year with the Careers Adviser and can also attend the drop-in sessions at lunchtime in the Careers Office. Students are made aware of all options available to them Post 18 including university, apprenticeships, degree apprenticeships, gap years and employment. Students are encouraged to explore the different types and levels of courses including degrees, degree apprenticeships, apprenticeships, traineeships and the advantages/disadvantages of each of these. All students have an opportunity to attend an organised university visit in the first term of Year 12 Students are signposted and encouraged to attend other university open days and taster events to support their Post 18 options research. Students continue to develop their career research skills and decision-making skills to meet application deadlines as required. Students are encouraged to continue developing their use of Labour Market Information (LMI) exploring different careers, qualifications needed, average salaries, how to find live vacancies, apprenticeships available in that career area, jobs of the future and job prospects in the local Harrogate/North Yorkshire area. Students attend the Year 12 career pathway talks 3 time in the year. On each occasion they are able to select to hear from 2 speaker from a range of 15-16 visitors from a range of professional backgrounds. Students attend the HGS Sixth Form internal Progression days in July to further explore Post 18 pathways, hear from alumni and their destinations and beginning the process of apply for a Post 18 pathway. Parents are invited to attend the 'Higher Education & Apprenticeships Evening' to hear about a range of progression routes from external speakers. Students identified as potentially NEET, vulnerable or at risk of disengaging are targeted and prioritised for early intervention, mentoring and additional careers interviews or support. Students complete a work experience placement in the last week of Year 12 and are also encouraged to engage with additional virtual and/or in person careers related activities and opportunities such as careers fairs; apprenticeship and employer fairs; University & HE fairs to speak to representative's first-hand about the opportunities/courses they offer. Students are also encouraged to participate in work experience or volunteering activities to develop their understanding of the world of work and further develop their essential/transferable skills. Students attend a series of talks provided by external bodies such as Oddballs and North Yorkshire Police.
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	<ul style="list-style-type: none"> Students continue to develop their understanding of transferable skills and the importance of developing employability skills using the Skills Builder Framework. All students across Years 7-13 are invited to the annual HGS Careers Fair in November. All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. All students in Years 7-13 are encouraged to engage with the resources and activities provided during key weeks throughout the year including National T Levels Week, National Green Week, National Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available. Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and also through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
Year 13	<ul style="list-style-type: none"> Year 13 students complete a progression programme in line with the Gatsby Benchmarks and the PSHE Association learning objectives. These lessons are designed to promote career pathways, post 18 options, develop students for life after sixth form either in the work place or day to day living, explore age related PSHE topics and educate the students on current affairs. Curriculum is split into 2 parts; PSHE topics and Post 18 Progression Topics. Students continue to attend careers related assemblies delivered by the Careers Leader, Careers Adviser, Director of Sixth Form, as well as visitors to HGS during the year to learn about pathways, technical education qualification/apprenticeship providers/the world of work and employment options for the future. Students receive structured support for university and apprenticeship applications from Form Tutors and the Sixth Form Team, including Progression sessions, Personal Statement clinics at lunch times, 1:1 meeting with the Director of Sixth Form and Assistant Director of Sixth Form. Students are invited to attend a careers guidance session with the Careers Adviser in the autumn term and receive a personalised action plan to support next steps. Students are also welcome to self-refer for a further career guidance meeting during the year with the Careers Adviser and can also attend the drop-in sessions at lunchtime in the Careers Office. Students are made aware of all options available to them Post 18 including university, apprenticeships, degree apprenticeships, gap years and employment. Students are encouraged to explore the different types and levels of courses including degrees, degree apprenticeships, apprenticeships, traineeships and the advantages/disadvantages of each of these. Students are signposted and encouraged to attend other university open days and taster events to support their Post 18 options research. Students continue to develop their career research skills and decision-making skills to meet application deadlines as required. Students are encouraged to continue developing their use of Labour Market Information (LMI) exploring different careers, qualifications needed, average salaries, how to find live vacancies, apprenticeships

	<p>available in that career area, jobs of the future and job prospects in the local Harrogate/North Yorkshire area.</p> <ul style="list-style-type: none"> Students identified as potentially NEET, vulnerable or at risk of disengaging are targeted and prioritised for early intervention, mentoring and additional careers interviews or support. Students continue to develop their understanding of transferable skills and the importance of developing employability skills using the Skills Builder Framework. Interview preparation conferences are hosted by the school for Year 13 students to engage with. The three conferences focus on: Medics, Dentists & Vets; Oxbridge; Apprenticeships. Students are provided with the opportunity to attend evening sessions on course selection, university choice and student finance. Further talks on apprenticeships and degree apprenticeships are offered. Students attend a series of talks provided by external bodies such as Oddballs and North Yorkshire Police All students across Years 7-13 are invited to the annual HGS Careers Fair in November. All students across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these. All students in Years 7 – 13 are encouraged to engage with the resources and activities provided during key weeks throughout the year including National T Levels Week, National Green Week, National Apprenticeship Week and National Careers Week to widen their knowledge and future aspirations of the different options and careers available. Students (and parents/carers and staff) are also encouraged to read CEIAG related information shared in the weekly school bulletins and also through HGS social media platforms to inform, inspire and support student self-development, career exploration and career management skills.
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6. Specialist Visitors and procedure for the management of provider access requests - Provider Access Policy

Students gain access to professionals in a range of careers through participation in activities such as the annual careers fair, events and resources provided during national careers themed weeks, mock interviews, Big Picture careers themed events, Year 11 Sixth Form taster day, Sixth Form careers package talks, RSM degree apprenticeship interview visit, FE/HE visits, careers themed assemblies, Sixth Form progression week, subject related activities in school, subject specific trips or visits. Students in Sixth Form are provided with a University Visit Day as well as the opportunity to use four days to visit other open days.

All pupils in years 7-13 are also entitled to:

- 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.

Harrogate Grammar School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Harrogate Grammar School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical. Harrogate Grammar School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Harrogate Grammar School Provider Access Policy has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET.

Harrogate Grammar School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the legal requirement to organise at least six encounters with providers of approved technical education qualifications or apprenticeships. A provider wishing to request access should contact:

Jane Hinkins - Personal Development Coordinator and Careers Leader

Telephone: 01423 531127; Email: hinkinsj@hgs.rklt.co.uk

Access will be given for providers to attend during school assemblies, timetabled careers lessons and other careers events that Harrogate Grammar School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Harrogate Grammar School. Harrogate Grammar School will provide an appropriate room or assembly space to be agreed and all rooms have computers, projectors and screens. This will be organised by the Careers Leader or Sixth Form Team working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out and providers will be met and supervised by a member of the Careers or Sixth Form Team. Providers are welcome to leave any relevant literature with the Head of Careers or Careers Adviser or Sixth Form Team and these will be displayed in the Careers Office and Sixth Form. Where appropriate, copies of presentations or website links can also be added to the careers page on the school website for use by students, parents/carers and staff.

Harrogate Grammar School will also consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

7. Relationships with external Post 16/Post 18 Providers

Harrogate Grammar School maintains close working relationships with local Post 16/Post 18 providers through a variety of means including, but not limited to:

- Telephone/email contact
- Liaison to support transition for students, including those with additional needs
- Invitation to deliver presentations/assemblies within school
- Invitation to attend the careers fair
- Invitation to support careers themed events such as the Year 7-11 Big Picture careers themed mornings, the Year 11 alternative taster day, Sixth Form Careers Package Talks, Sixth Form Progression Week
- Attendance at regional Careers Hub networking events
- Opportunities for students to visit a FE and HE provider campus
- Invitation to participate in employer/provider lunchtime “drop-in’s” and pop-up events such as Future Ready Fridays held within school
- Liaison between employers/providers and individual curriculum areas

8. Equal Opportunities

Harrogate Grammar School will promote equal opportunities and use every opportunity to challenge stereotypes and to raise aspirations. Lessons about stereotypes in everyday life and in employment are delivered in the Big Picture and Sixth Form Progression programmes as well as in other areas of school. We encourage students to consider different options, future careers, courses and apprenticeships outside of normal gender stereotypes. All information, advice and guidance will be provided impartially to pupils and will be free of bias and stereotyping.

9. Careers Resources

The Careers Hub is based in a central location within school (in the Hub) enabling easy access for all students and staff and there is also a Sixth Form Careers Centre Careers for Year 12 and Year 13 students. Interviews take place in the Careers Hub and Sixth Form Careers Centre and can also be completed using TEAMS. Students are also able to “drop-in” at lunch/break time and after school for support. Students have access to resources in the Careers Hub and Sixth Form Careers Centre Careers as well as access to online resources via the Careers and Personal Development and Sixth Form pages on the school website and software used in Big Picture and Progression lessons. Links to careers web-based resources which can be accessed from home are also provided in Showbie and the school weekly bulletins and social media platforms, also provide further information and resources for students and parents/carers. Careers has an allocated annual budget within school which is managed by the Careers Leader. The Careers Leader, Director of Sixth Form, Assistant Director of Sixth Form and Careers Advisers also inform staff about useful teaching resources, CPD and training opportunities, online events and resources/webinars.

10. Work Experience and Vocational Learning

All students in Year 12 are expected to undertake a work experience placement in the summer term and Year 10 students are also supported to participate in the Year 10 World of Work Week in July by completing an in-person work experience placement. The aims of work experience and vocational learning at HGS are to encourage students to develop the skills, including communication and confidence, that will be needed in new roles and situations and a better understanding of the world of work. Students in Key Stage 3 and 4 are also provided with the opportunity to complete virtual work experience placements in Big Picture lessons and Big Picture careers mornings. A small number of KS4 students also participate in highly

personalised work experience opportunities as part of the Alternative Curriculum in Years 10 and 11.

11. The Careers Enterprise Company and regional Careers Hub

Harrogate Grammar School is delighted to be a member of the regional hub for the Careers & Enterprise Company (CEC), a national organisation backed by the government. The CEC contracts with Local Enterprise Partnerships (LEP's) to manage the project locally, inspiring and motivating young people, supporting them to make informed choices about their future training and career opportunities. The Careers Leader develops relationships with the Hub Enterprise Coordinator and Enterprise Adviser paired with Harrogate Grammar School as part of the Enterprise Adviser Network to further enhance the CEIAG programme and create meaningful encounters and opportunities within the world of work for students. The Careers Leader completes the CEC termly Compass report using the Gatsby Benchmarks and the Careers Leader and Careers Adviser attend the termly CEC York/North Yorkshire regional hub meetings and training events during the year.

12. Off Site Career Information Opportunities

These are advertised and promoted to enable students to explore the different options available to them Post 16 and Post 18. Open days for a wide range of colleges, universities, training providers, apprenticeships, job fairs, careers fairs, STEM events and opportunities for volunteering, work experience or employment are promoted through the weekly school bulletins, social media platforms and emails so that students and parents/carers can attend events or build contacts out of school.

13. Roles and Responsibilities

The Careers Leader at school is responsible for the day-to-day running of the Careers Department working in conjunction with the Director of Sixth Form (SLT Lead for Careers), the Assistant Director of Sixth Form and the Careers Advisers. The Careers Leader and SLT Lead for Careers will also work with the School Governor who has oversight of CEIAG, along with the whole Governing body who provide both input into, and support of CEIAG.

Responsibilities of the Board of Governors:

The governing body should provide clear advice and guidance to the school on which they can base a strategic careers plan which meets the legal or contractual requirements of the school or college. This will be by:

- Ensuring that all students can access impartial CEIAG from Year 7 to Year 13
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability, or sexual orientation
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy
- Providing advice and guidance to the SLT on which they can base a strategy for careers education and guidance which meets the school's statutory requirements
- Networking to support the development of external stakeholders committed to supporting the delivery of the school's Careers Policy and Careers Programme

Responsibilities of the Senior Leadership Team (SLT):

Effective careers leadership means embedding careers in the institution's structures and ensuring a strategic focus on outcomes. The careers programme should be aligned with the institution's vision, priorities, and development plans. This helps to establish a whole institution approach where the careers programme can play an important part in addressing wider improvement priorities, including attendance, behaviour, wellbeing, inclusion, and attainment.

The role of the SLT will include:

- Supporting the Careers Leader to implement, evaluate and maintain progressive, responsive, and differentiated CEIAG programme which is embedded across the curriculum and is in line with the whole school development plan
- Liaising with the Careers Leader to evaluate the Careers Programme
- Liaising/networking with both internal and external stakeholders to promote the delivery of effective CEIAG

Responsibilities of the Careers Leader:

- Working with the senior leadership team to ensure the careers programme is informed by a strategic careers plan aligned to institution priorities
- The planning and delivery of a progressive careers programme, underpinned by learning outcomes and working towards meeting the Gatsby Benchmarks in a meaningful way
- Establishing and developing key relationships to drive progress and continuously improve the careers programme
- Engaging colleagues across the institution, including senior leaders, governors, teaching staff, careers advisers, the special educational needs and disabilities coordinator (SENCO), students and their parents and carers
- Building links externally with employers, external agencies, learning providers and careers organisations
- Evaluating and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of learners

Responsibilities of the Careers Adviser(s):

We are committed to providing our students with access to Level 6 professionally qualified careers advisers who are skilled in guidance techniques and have up-to-date knowledge of the full range of pathways and labour market opportunities. This equips them to support students to identify ambitious education, training and career options and progression routes.

The role of our careers advisers includes:

- Providing impartial CEIAG to enable students to explore KS4, Post 16 and Post 18 pathways
- Providing students with appropriate careers and labour market information
- Supporting the Careers Leader to implement, evaluate and maintain a progressive, responsive and differentiated CEIAG programme which is embedded across the curriculum
- Providing impartial CEIAG to enable students to explore KS4, post-16 and post-18 pathways
- Undertaking regular continuous professional development to ensure that their knowledge is up to date.

Responsibilities of teaching and support staff:

The careers programme is embedded as a whole-staff and whole-institution endeavour. We support teaching and subject staff to use careers information in their curriculum delivery to

align the development and progression of students with their future aspirations. This is achieved by:

- Ensuring careers education is planned into lessons and is evident in curriculum schemes of work
- Highlighting the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.
- Creating a learning environment that both enables and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will provide appropriate training and support under the guidance of the SLT to enable all staff to contribute to the delivery of effective CEIAG and embed it across the curriculum.

14. Monitoring, reviewing, evaluating and reporting

The CEIAG policy is guided by, and based on, current good practice from the Careers and Enterprise Company, the Gatsby Benchmarks and the Careers Development Institute to ensure the school conforms to statutory requirements and ensure good practice. Student opinions are actively sought as well as the views of different stakeholders at school, parents/carers, providers and the link Employment Coordinator and Employment Adviser to evaluate the success and impact of the programme. Harrogate Grammar School uses the Compass self-evaluation tool to audit existing provision and to consider how to improve and track progress towards meeting the Gatsby Benchmarks. The school is also proud to continue holding the nationally recognised Quality in Careers Standard Award since 2017 in recognition of its commitment to providing a CEIAG programme of the highest standard.

The policy will be reviewed by the Careers Leader, SLT Lead for Careers, Careers Adviser, Assistant Director of Sixth Form and the board of Governors every two years. During this period the policy will continually be reviewed in terms of any changing statutory requirements. The SLT Lead for Careers and Careers Leader meet informally throughout each term to review and evaluate the careers provision in school and feedback is submitted during Senior Leadership Meetings/Governor meetings. The Careers Advisers, supported by the Careers Leader, collect annual destination data for all Year 11 leavers to inform the types of Post 16 provision Harrogate Grammar School students are moving onto, and to assess how well the careers programme is supporting pupils into a positive Post 16 destination in comparison to DfE data. The data is assessed and reviewed on a yearly basis enabling the school to identify any areas of strength, or weakness, and to inform the development of the CEIAG programme. This process is also completed for the Sixth Form and reviewed on a yearly basis enabling the school to identify any areas of strength, or weakness, and to inform the development of the CEIAG programme.