



King's Norton Boys' School

Careers (CEIAG) Policy

Adopted by the Governing Board: June 2020
To be reviewed: June 2021

Introduction and purpose of our Careers Programme

In a world with a rapidly changing economic paradigm, it is essential that our students are given the knowledge and skills that will be crucial to becoming socially and economically successful in the dynamic, innovative and competitive economies of the future. The goal of the King's Norton Boys' Careers Education, Information, Advice and Guidance (CEIAG) Programme is to grow and develop the self-awareness, understanding, decision making and transition planning skills of our students.

King's Norton Boys' School places a high value on providing high quality CEIAG for our students. The outcomes of the government's 2017 policy paper "Careers Strategy: making the most of everyone's skills and talents" and the Department for Education's statutory inclusion of the Gatsby Benchmarks has led to an even more inclusive and comprehensive whole-school programme which serves to nurture the skills and knowledge that our students require to enhance their employability.

At King's Norton Boys' School, we believe that a student's Employability is the sum of their Qualifications, Work Experience and Skills. This will be developed throughout years 7 to 11 by formal careers educational visits to places of further-education, higher-education and employment.

Our students benefit from the support of:

- impartial guidance from a qualified careers advisor
- external speakers
- careers workshops
- a careers fair
- extra-curricular activities

By developing our knowledge of careers, staff can include information within their subject lessons and form time, aiming to relate academic achievement and aspirations to drive qualification outcomes upwards. All three components of Employability will be fostered at our school, resulting in student's moving on to the next step in their lives, safe in the knowledge that they have a strong foundation to build upon.

On our careers webpages you will soon be able to find information aimed at students, parents/carers and teachers. You will soon find information on the different types of apprenticeships available as well as higher-education, College or Sixth-Form, opportunities in the local area.

Aims and objectives

King's Norton Boys' School aims to implement all of the eight Gatsby Benchmarks (see references).

The aims of our careers programme are:

- To develop student's self-awareness for determining their suitability to be successful on specific career pathways.
- To increase student aspirations and motivation so that qualification outcomes are improved, allowing them to access the desired career or aspirational pathways.
- To provide students with the opportunities to access the 'world of work' and develop their key employability skills through Years 7 to 11.
- To enhance students' employability skill through a range of experiences, activities and opportunities.

The objectives of our programme are:

- To provide students with relevant, meaningful and up-to-date information about careers pathways and the 'world of work' in each year of their time at King's Norton Boys' School.
- To give students access to relevant information and support, increasing their awareness of the opportunities open to them, for important transition points enabling them to make the most appropriate choices.
- To help students understand and develop the skills that are required to be successful in the future pathways.
- To provide students with meaningful encounters with employers, preparing them for the nature of the 'world of work'.
- To provide students with relevant careers information, guidance, help and support that are personalised to each of their own needs.
- To support work within the classroom by raising students' aspirations, challenging stereotypes and broadening horizons.
- To link careers education to curriculum learning to allow students to understand the opportunities for further education and employment in each subject.

Post 16 Options

With the raising of the participation age (RPA) students need to continue in some form of learning until they are 18. There are three main pathways to choose from:

- Start an apprenticeship or traineeship
- Full-time education in a school, sixth form college or college doing academic qualifications (e.g. A Levels) or vocational qualifications (e.g. BTEC, OCR Cambridge Awards)
- Work or volunteer (for 20 hours or more a week) while in part-time education or training

The Gatsby Benchmarks

The Gatsby Benchmarks provide a suitable guideline for planning that will assist King's Norton Boys' School achieve an effective and successful, whole-school careers programme. The fundamentals of each benchmark are outlined in the table below:

| Gatsby Benchmark | Title of Benchmark | Summary of Benchmark |
|------------------|---|--|
| 1 | A stable careers programme | <ul style="list-style-type: none"> • Implement a stable and structured careers programme. • Have a dedicated Careers Leader within school (see contact). • Evaluate the Careers Programme with feedback from students, parents, teachers and employers. |
| 2 | Learning from Careers and Labour Market Information (LMI) | <ul style="list-style-type: none"> • Ensure that by the age of 14, students have accessed career and labour market information to inform their options. • Encourage parents to access this information to support their children. |
| 3 | Addressing the needs of each student | <ul style="list-style-type: none"> • Challenge stereotypes and seek to raise the aspirations of students. • Keep records of the advice given to each student and provide students with access to their records to support their career development. • Collect accurate data on the education, training, or employment training of students. |
| 4 | Linking curriculum learning to careers | <ul style="list-style-type: none"> • Highlight the relevance of how your curriculum links to careers. |

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| | | <ul style="list-style-type: none"> • Teach students the importance of STEM (see references) subjects for gaining entry to a wide range of careers. • Demonstrate how STEM subjects help people to be more effective in the workplace. |
| 5 | Encounters with employers and employees | <ul style="list-style-type: none"> • Give students at least one meaningful encounter with an employer, every year. • Develop links with local employers. |
| 6 | Experience of workplaces | <ul style="list-style-type: none"> • By age 16, every student should have had at least one experience of a workplace. |
| 7 | Encounters with Further and Higher Education | <ul style="list-style-type: none"> • By age 16, students should have encountered the full range of learning opportunities available to them, both academic and vocational. |
| 8 | Personal guidance | <ul style="list-style-type: none"> • By age 16, every student should have at least one guidance interview with a trained careers advisor. |

Careers programme for Years 7 to 11

| Year group | Activity | Scheduled | Purpose | Gatsby Benchmarks |
|------------|--|-----------|--|-------------------|
| 7 | Attend KNBS careers fair | Term 2 | Gives students the chance to ask questions to and discuss careers pathways with potential employers, higher education institutions and apprenticeship and training providers. It also raises awareness of competition for places along each career pathway. | 1, 2, 3, 4, 5, 7 |
| | PSHE | Ongoing | Discussion of careers, finances as an independent adult, student's aspirations and the skills required to succeed in different fields of work. | 1, 3, 4 |
| 8 | Attend KNBS/KNGS careers fair | Term 2 | Gives students the chance to ask questions to and discuss careers pathways with potential employers, higher education institutions and apprenticeship and training providers. It also raises awareness of competition for places along each career pathway. | 1, 2, 3, 4, 5, 7 |
| | Introduction to Careers guidance at KNBS | Term 3 | An assembly lead by the Careers Manager of KNBS, informing students where they can seek support and advice on the subject of careers. This will be furthered by work done in form time with form tutors to encourage students to begin thinking about their desired career pathways. | 1, 3, 4 |
| | PSHE | Ongoing | Discussion of careers, finances as an independent adult, student's aspirations and the skills required to succeed in different fields of work. | 1, 3, 4 |
| 9 | Attend KNBS/KNGS careers fair | Term 2 | Gives students the chance to ask questions to and discuss careers pathways with potential employers, higher education institutions and apprenticeship and training providers. It also raises awareness of competition for places along each career pathway. | 1, 2, 3, 4, |

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| | Introduction to Kudos – careers online development service | Ongoing | Self-assessment of skills, increase awareness of careers and LMI, increase understanding of transferable skills and required skills and the necessary qualifications for desired career pathways. | 1, 2, 3, 4, 5, 7 |
| | “Aim Higher” trips | Ongoing | A small number of students will be selected for various trips that have the overall aim of raising student’s aspirations and increase their awareness of different career pathways. | 1, 2, 3, 4, 7 |
| | Duke of Edinburgh (DofE) | Ongoing | As part of the DofE programme, students can, amongst other things, further develop their skills and qualities. | 1, 3, 5, 6 |
| | Options evening | Term 2 | Students and parents will be able to discuss qualifications for various career or FE pathways with advisors from Sixth Forms and Colleges and the school’s impartial careers advisor. | 1, 2, 3, 4, 7, 8 |
| | Bespoke talks | Ongoing | Talks will be arranged for select groups of students or whole year assemblies aimed at raising student’s awareness of possible career pathways. These talks might include hearing from old boys of the school and the career pathways that they followed. | 1, 5, 7 |
| 10 | Attend KNBS/KNGS careers fair | Term 2 | Gives students the chance to ask questions to and discuss careers pathways with potential employers, higher education institutions and apprenticeship and training providers. It also raises awareness of competition for places along each career pathway. | 1, 2, 3, 4, 5, 7 |
| | Continued use Kudos – careers online development service | Ongoing | Re-evaluation of skills, increase awareness of careers and LMI, increase understanding of transferable skills and required skills and the necessary qualifications for desired career pathways. | 1, 2, 3, 4, 5, 7 |
| | “Aim Higher” trips | Ongoing | A small number of students will be selected for various trips that have the overall aim of raising student’s aspirations and increase their awareness of different career pathways. | 1, 2, 3, 4, 7 |
| | Work experience | Term 2 | An opportunity to spend 5 working days at a place of work, to increase experience of the ‘world of work’ and understand the key skills necessary to success in that field. | 1, 2, 3, 5, 6, 7 |
| | Duke of Edinburgh (DofE) | Ongoing | As part of the DofE programme, students can, amongst other things, further develop their skills and qualities. | 1, 3, 5, 6 |

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| | Tasters days at Further-Education providers | Term 3 | Students will have the opportunity to visit Sixth Forms or Colleges, relevant to their desired career pathways, to sample a range of courses. | 1, 2, 3, 4, 7 |
| | FE and Apprenticeship talks | Terms 1 & 2 | To increase students' awareness of the full range of opportunities available to them after Year 11. | 1, 2, 3, 7 |
| | Bespoke talks | Ongoing | Talks will be arranged for select groups of students or whole year assemblies aimed at raising student's awareness of possible career pathways. These talks might include hearing from old boys of the school and the career pathways that they followed. | 1, 5, 7 |
| 11 | Attend KNBS/KNGS careers fair | Term 2 | Gives students the chance to ask questions to and discuss careers pathways with potential employers, higher education institutions and apprenticeship and training providers. It also raises awareness of competition for places along each career pathway. | 1, 2, 3, 4, 5, 7 |
| | Continued use Kudos – careers online development service | Ongoing | Re-evaluation of skills, increase awareness of careers and LMI, increase understanding of transferable skills and required skills and the necessary qualifications for desired career pathways. | 1, 2, 3, 4, 5, 7 |
| | 1-2-1 careers mentoring with qualified, impartial careers advisor | Ongoing | 1-2-1 careers interviews regarding student's post-16 option choices. Students may be granted a second interview with the careers advisor if they request it from the school Careers Coordinator. All students will then be provided with a copy of their transcript for further consideration and evaluation with their form tutor later in the year. | 1, 2, 3, 4, 8 |
| | "Aim Higher" trips | Ongoing | A small number of students will be selected for various trips that have the overall aim of raising student's aspirations and increase their awareness of different career pathways. | 1, 2, 3, 4, 7 |
| | Duke of Edinburgh (DofE) | Ongoing | As part of the DofE programme, students can, amongst other things, further develop their skills and qualities. | 1, 3, 5, 6 |
| | Curriculum Vitae writing workshop | Term 2 | To ensure that students understand the basics of, and have, a good CV for when they leave school. | 1, 3 |
| | Open days and open evenings at Further-Education providers | Ongoing | A range of careers events organised by Sixth Forms and Colleges within the local area. | 1, 2, 3, 4, 7 |
| | Mock interviews with employer | Term 2 | Students will partake in a mock interview within school, presenting their CV to an employer who will interview them and analyse their CV, followed by providing feedback. | 1, 2, 3, 4, 5, 7 |

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| | FE and Apprenticeship talks | Terms 1 & 2 | To increase students, awareness of the full range of opportunities available to them after Year 11. | 1, 2, 3, 7 |
| | Bespoke talks | Ongoing | Talks will be arranged for select groups of students or whole year assemblies aimed at raising student's awareness of possible career pathways. These talks might include hearing from old boys of the school and the career pathways that they followed. | 1, 5, 7 |
| | Year 11 follow up work | Summer + | Telephone calls are made throughout the summer and into the new academic year in order to confirm the destination of all students. This information is shared with Birmingham City Council. | 1, 3 |

Student entitlements

Throughout Years 7 to 11, each student is entitled:

- To find out about technical education and apprenticeship opportunities within a careers programme that offers access to a 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 talks, workshops, educational trips, options evenings, assemblies and fairs.
- To receive unbiased, impartial careers advice that is in their best interests, made by a qualified impartial careers advisor.
- To understand how to make applications to the full range of technical academic and apprenticeship courses.

Evaluation

Each year the Careers programme will be evaluated on a range of a data including a parent survey, a pupil survey, an analysis of the percentage of students who enter further education, employment or training, qualitative feedback and qualitative feedback from ex-students who are Not in Education, Employment or Training (NEET) as to how the school could have supported them further. The evaluation of the evidence will lead to changes made to the careers programme in order to enhance and improve it.

Contact

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Websites

Gatsby Benchmarks: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

STEM: <https://www.stem.org.uk/>

DofE: <https://www.dofe.org/>

Kudos – CV builder and Personalised Careers search tool (see Mr Kirk for login details):

<http://www.kudosonline.co.uk/>

UCAS: <https://www.ucas.com/>

UCAS explore jobs, to search jobs by skills or subjects: <https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs>

Business Birmingham, to explore the growth sectors of business and industry in Birmingham:

<http://businessbirmingham.com/>

Birmingham Careers service: <https://www.birminghamcareersservice.co.uk/>

101 Amazing apprenticeship activities for schools and students:

https://amazingapprenticeships.com/app/uploads/2017/09/101-Apprenticeship-Ideas-for-Schools_Greyscale-V2.pdf

UCAS – How to find an apprenticeship near you:

<https://www.ucas.com/alternatives/apprenticeships/apprenticeships-england/how-find-apprenticeships-england>

Government – Find an apprenticeship near you:

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

Find Apprenticeships: <https://www.findapprenticeships.co.uk/>

Get my first job – Find apprenticeships, degree apprenticeships and work experience:

<https://www.getmyfirstjob.co.uk/>

Rate my apprenticeship: <https://www.ratemyapprenticeship.co.uk/search?show=jobs>

Information about job sectors: <https://www.prospects.ac.uk/>

A one-stop website for information on qualifications, option, jobs and much more: <https://www.careerpilot.org.uk/>

Career map – job searching for 16-24 years of aged people: https://careermapping.co.uk/?gclid=EAIaIQobChMIK-lp9qU5gIViLbtCh3kAgNeEAAAYASAAEgKYyvD_BwE

Cadbury Sixth Form College:

<https://www.cadcol.ac.uk/>

South and City College Birmingham (including Longbridge Bournville College Campus):

<https://www.sccb.ac.uk/>

Halesowen College:

<https://www.halesowen.ac.uk/>

Kings Norton Girls School Sixth Form:

<https://www.kngs.co.uk/sixth-form/>

Bishop Challoner Sixth Form:

<https://www.bishopchalloner.org.uk/sixth-form>