



QUEENS' SCHOOL

Dare to be Great

Careers Education, Information, Advice and Guidance (CEIAG) Policy

1. Introduction

At Queens' we seek to inspire all students to have the highest expectations about the careers they might enter and to prepare them for such careers. Our ultimate goal is to provide students with the qualifications, skills and confidence to achieve lifelong wellbeing in their work.

Our vision:

"Prepare pupils for a changing world building lifelong skills learnt through a dynamic and effective Careers Education which supports them in entering into careers that best meet their skills, abilities and goals"

Queens' School complies with the terms of the Education Act 2022 and endeavours to follow best practice guidance in publications such as the DfE's *"Careers guidance and inspiration in schools"* (April 2017). We have also had an audit conducted by the Careers & Enterprise Company and have formalised links with our Hertfordshire Careers and Enterprise Advisor, Chris Downton and local entrepreneurs, Ella Grosse and Simon Ralton.

2. Aims

The Aims of CEIAG provision at Queens' are:

- To thoroughly prepare all students for the next stage in their education or training;
- To promote a culture of high expectations in students and inspire students at Queens' School to think independently and ambitiously about their future career options;
- To expose students to a range of interactions with employers, principally via the Dare to Know initiative;
- To liaise with and secure access for students to all relevant other sources of CEIAG provision including local employers and Services for Young People;

- To manage the resources available for CEIAG in the Careers Hub, LRC (Learning Support Centre), School website, pastoral time and in Lifelong Learning lessons to maximise the effectiveness of the provision.

3. Provision

The CEIAG programme is designed to deliver our vision statement to meet the needs of all students at different stages of their learning journey through school. It is adapted to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEN learners is taken into account and activities are adapted as necessary to ensure an inclusive approach and equality of access.

All students receive information, advice and guidance at key times in their secondary education in order to make informed decisions about their options.

Key Stage 3 provision:

- Lifelong Learning Lessons
- Access to Unifrog careers platform to support CEIAG from Year 7 onwards.
- Introduction to the Careers resources in the Careers Hub, LRC and on Unifrog
- Year 7 Introduction to Unifrog and Careers
- Year 8: Your future, your vision; Study Skills; What does success look like to me?; Celebrate International Women's Day
- Year 9: Ambition and Aspiration; Labour Market Information; What are my Skills?; Working and Managing Money; Celebrate National Apprenticeship Week
- Assemblies and Form tutor time to raise awareness of academic and vocational pathways
- Year 9 GCSE Options process including presentations and an information evening
- Employment Encounters for all year groups: 2 in year 7, 2 in year 8 and 1 in year 9

By the end of Key Stage 3 all students will have:

- A better understanding of the full range of 14-19 opportunities for progression, including information about applying to University Technical Colleges (UTC)
- A better understanding of their strengths and areas for development and support to evaluate how these might inform future choices in learning and work
- Been given direct access to employers and universities
- An understanding of some of the qualities, attitudes and skills needed for employability
- Understand where to find useful and reliable online careers resources to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 Options
- Received appropriate advice and guidance on Key Stage 4 options

Key Stage 4 provision

- Year 10 work shadowing week
- Lifelong Learning Lessons
- Year 10: Reflecting on my Career Journey; What Career is Best for Me; CVs and Covering Letters; Mock Interviews; Preparing for Work Experience
- Year 11: Ambition and Aspiration; Post-16 Choices; Study Skills and Revision Skills; BTEC Apprenticeships; Sixth Form Options
- Assemblies and form tutor time to raise awareness of careers, information on college open days, modern and higher apprenticeships and the Queens' School options process
- Year 11 Parents' Consultation Evening supported by Careers Lead
- Year 11 6th form Options Information Evening supported by Services for Young People and ASK Apprenticeships
- Chessbrook alternative provision for students requiring bespoke support prior to post-16
- Services for Young People Personal Advisor 1-2-1 sessions
- Mock Interview practice in year 10

By the end of Key Stage 4 all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used online resources (Unifrog) and other sources of advice to investigate and explore future choices and progression routes
- Experienced the world of work through a work placement
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, personal statements and preparation for interview

Key Stage 5 provision:

- Year 12 and 13 Lifelong Learning lessons, Assemblies and Form tutor time, including weekly hour long assembly with a focus on next steps.
- Study skills, finance, globalisation of work and education "market place"
- UCAS application process
- UCAS personal statements
- Information talks and presentations on alternatives to University including apprenticeships of all levels

- Year 12 work experience weeks focused on students' future career aspirations
- Year 12 UCAS visit day
- Year 12, 13 Oxbridge support programme including opportunity signposting such as CHAS
- Year 12,13 Services for Young People 1-to-1 sessions
- Alumni Careers Fair
- Mock Interviews

By the end of Key stage 5 all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software (Unifrog) and other sources of advice to investigate and explore future choices and progression routes
- Received guidance through the UCAS application procedure
- Been given direct access to employers and universities
- Been given guidance to help identify a range of Post-18 options
- Been provided with the resources to develop their CVs, personal statements and interview preparation

4. Implementation

Leadership & Management

A member of the Senior Leadership Team has lead responsibility for CEIAG. The SLT Careers Lead liaises in particular with the Head of Lifelong Learning and the Careers Co-ordinator in order to effect the delivery of CEIAG in the school. A CEIAG Link Governor is available for consultation. The Head of Sixth Form provides support in making UCAS applications and running Year 12 Work Experience.

Staffing

All staff contribute to CEIAG through their roles as teacher and form tutors. Specialist provision is also provided by Services for Young People. The Careers Programme is planned, monitored and evaluated by the SLT Careers Lead in consultation with senior colleagues, Head of Lifelong Learning, Head of 6th form, Head of the Business Academy and the Careers Co-ordinator.

Staff training needs for planning and delivering the CEIAG programme are identified through Personal and Professional reviews and activities planned to meet them. Funding is accessed from the CPD budget held by the Assistant Head with responsibility for professional learning. The Careers Co-ordinator regularly attends careers meetings/networking events as well as industry specific events in order to ensure they are up to date with all

industry and labour market information.

Partnerships

The school has an annual agreement with Services for Young People for the provision of independent guidance, information and curriculum support. The school meets with Services for Young People in advance of each academic year to plan for the effective delivery of support to students and meets regularly through each year to monitor and evaluate the provision.

The school is developing a strong relationship with its Alumni by sending Newsletters and events information. Alumni are also brought in as part of the Alumni Careers Fair to build networks and share their experiences.

The school seeks to actively engage parents/carers in the formulation and development of careers provision with feedback requests on events, the provision of work shadowing placements and experience. The careers updates are passed to parents/carers during information evenings, the school newsletter, emails and other social media. Parents/carers are also engaged via the Dare to Know programme of career talks which relies on them volunteering their time to visit Queens' School and give lunchtime talks. Parents will also be able to log into Unifrog and access resources to support their child.

Lastly, the School Enterprise Advisor meets regularly with the Careers Lead and Careers Co-ordinator to plan events in the year and to provide expert advice.

Curriculum

The CEIAG curriculum includes career education lessons, assemblies, group and individual mentoring opportunities, on-line resources, work-related learning and events. There are aspects of the curriculum which are delivered to all students and opportunities which are provided where individual student need has been identified, or where students opt to be included. A skeleton map of the curriculum is provided at Appendix 1.

5. Evaluation and Review

The school's CEIAG provision will be reviewed regularly by the school's SLT. The CEIAG policy will be reviewed on an annual basis, but it will only be revised if it is no longer considered fit for purpose. Specific CEIAG activities have registers taken and are evaluated after each event. Curriculum delivered in LLL is monitored by the Head of Lifelong Learning; curriculum delivered in pastoral time is monitored by the relevant TLR recipient. The school also has independent external review/audits of its CEIAG provision every year.

An annual Careers Strategy will be developed from the Gatsby Benchmarks Compass Review tool to further develop the comprehensive careers programme that is embedded in the school.

SLT: Mr Foxall

Committee: C&S

Trustee reviewed: December 2025

Review date: December 2030

Queens' School (Bushey) Ltd (registered number: 076506090)



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Equality and Diversity Impact Assessment

Aim and Objectives	
Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.	

Policy Assessment				
	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability			✓	
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.

Monitor and Review
The policy will be monitored through feedback from stakeholders