



LOUGHBOROUGH Grammar School

Policy Title: Careers Policy Statement

Version Number: 2

Approved By: WJP

Date Approved: Feb 2020

Date for Review: Feb 2022

Point of Contact (Reviewer): RJL

1. THE NATIONAL PICTURE

1a. Extract from ISI Regulations

Careers Education

41. Advice must be provided for pupils receiving secondary education to help pupils choose GCSE and post-16 courses. From January 2015, specific requirements are included in the regulations for the first time. These require impartiality, provision which enables pupils to make informed choices about a broad range of careers options, and advice which generally helps to encourage pupils to fulfil their potential.

42. The requirement relating to careers guidance applies to pupils receiving secondary education. It will therefore be relevant pupils in years 7 and 8, whether they are in a senior school or at a prep school.

43. Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option.

44. The guidance must enable pupils to make informed choices about a broad range of options. This will include timely advice to help pupils choose GCSE and post-16 courses.

45. The guidance must help to encourage pupils to fulfil their potential. To this end, good careers education should enable pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

46. The statutory guidance for the state sector which gives a detailed explanation of parallel duties for state schools may be a useful resource for independent schools.

1b. Department for Education information on Careers Guidance and Inspiration in Schools

Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff (January 2018):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Departmental advice for governing bodies, school leaders and school staff (January 2018):
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

STAFFING

The Head of Careers is currently a high profile Head of Department who works closely with members of SLT, heads of year, head of PSHE and the Oxbridge co-ordinator to ensure needs are met. He is supported by a part-time careers assistant. However, we believe that every teacher has a part to play in the work of the careers department.

AIMS

Aims of Loughborough Grammar School

Academic achievement is at the heart of everything we do, and we make no apology for expecting our boys to do well. High expectations and a culture of praise are, we believe, central to the success of pupils.

These aims are achieved by fostering academic rigour, independent study and a love of learning for its own sake, both inside and outside the classroom. Complemented by hugely varied extra-curricular activities we enable boys to feel fulfilled and to develop character, resilience and teamwork.

Our pupils flourish by becoming:

- Intellectually curious, lifelong learners with the confidence to be innovative and try new things
- Healthy young men with a sense of perspective, whose emotional wellbeing is assured through the development of their self-esteem
- Independently-minded young adults who demonstrate good judgement in their decisions and integrity in their relationships with others
- Engaged citizens with a healthy respect for others and their differences
- Self-disciplined, adaptable leaders and team players who embrace change and who always treat others as they would want to be treated themselves.

Aims of the Careers Department

We aim to ensure that **all** pupils feel **valued as individuals** and promote a holistic approach to Careers Education Information Advice and Guidance (CEIAG) which helps pupils form **realistic aspirations** for a **changing world of work**.

Our pupils are entitled to CEIAG that is progressive and cumulative and helps to prepare them for the opportunities, responsibilities and experiences of life. Good CEIAG will help them to develop the knowledge and skills needed to make successful decisions and manage transitions in learning, training and employment that suit their interests and abilities.

We are committed to providing a CEIAG programme which:

- Encourages our pupils to research, explore, experience and discuss their aspirations, abilities and skills
- Is impartial and confidential, and accessible to all pupils
- Promotes equality of opportunity and challenges stereotypes
- Reflects the changing world of learning, training and employment
- Is well-resourced and appropriately staffed

In their role as form tutor or subject teacher **every teacher is a careers teacher** on account of their past experience and network contacts. Together with parents and family friends we are front line role models for students, operating ourselves as qualified professionals in an organisation.