



STRATFORD GIRLS'
GRAMMAR SCHOOL
STRATFORD-UPON-AVON

Careers Education, Information, Advice & Guidance

Disclosable under Freedom of Information Act Yes

To be published on website? Non-statutory Yes

Policy ownership

Governor committee:	Education
Department responsible:	Careers
Post-holder: (title and name)	Careers Lead, Jon Blackwall
Linked procedures	PSHE, Equal Opportunities, SEND, T&L.
Responsible person:	Jon Blackwall
Implementation date:	Sept 2026
Planned review interval:	Every three years in September
Planned next review date:	September 2029

Introduction

Intent

At SGGS we believe in developing our young people's understanding through presenting them with opportunities to experience the world beyond school. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Careers Education, Information, Advice and Guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life in order to help them to make a successful transition to adulthood, no matter what the career path. This includes supporting young people to achieve their full potential; empowering them to plan and manage their own futures; providing comprehensive information on all options; raising aspirations; promoting equality, diversity, social mobility and challenging stereotypes, whilst also enabling them to sustain employability and achieve personal and economic well-being throughout their lives.

Commitment

At Stratford Girls' Grammar School, we are committed to our statutory duty to secure independent and impartial careers guidance for Years 7-13. This document sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Education (Careers Guidance in Schools) Act 2022.

Stratford Girls' Grammar School is committed to:

- achieving a range of outcomes for young people including the careers and work-related outcomes outlined in the CDI Framework, as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills. https://www.thecdi.net/CDI/media/Write/Framework/CDI_107-Framework_Handbook-web_Updated.pdf
- maximising benefits for students by using a whole school approach involving parents, carers, employers and other relevant local agencies.

In addition, the school is committed to ensuring that our CEIAG advice:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given
- meets the eight GATSBY benchmarks against which we annually review¹. These benchmarks are:

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

¹ Evaluation happens termly using Compass + in conjunction with the Enterprise Coordinator

8. Personal guidance

Objectives

Students' Needs and Entitlement

The careers programme is designed to meet the needs of students at Stratford Girls' Grammar School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development, and is tailored, as required, to meet the needs of any individual with disabilities and/or specific issues to be totally inclusive.

Students are entitled to careers education, information, advice and guidance that is impartial, and advice and guidance that is confidential. CEIAG is, therefore, integrated into the students' experience of the whole curriculum based on a partnership with students and their parents or carers. Our careers programme will promote equality of opportunity, inclusion and diversity, and covers the needs of both key student groups and individuals.

Students in Years 7 to 13 are entitled to:

- find out about technical education 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
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- understand how to make applications for the full range of academic and technical courses.

Our careers policy is written in consultation with the school's Enterprise Coordinator from Warwickshire Careers Hub

Implementation

Leadership and Management

Leadership and management are secured through the 'Careers Team', which includes:

- Deputy Head and Careers Lead who has strategic responsibility for Careers
- Careers and Work Experience Coordinator who co-ordinates the day-to-day delivery of the careers and work experience programme.
- The Careers and Work Experience Coordinator also works with the Sixth Form Team to coordinate the UCAS programme, with the PSHE Coordinator to inform the PSHE curriculum in Key Stages 3 and 4, as well as in the Sixth Form and with the SENDCo to ensure that all students with Special Educational Needs and Disabilities (SEND) receive appropriate, personalised careers education, information, advice and guidance (CEIAG).
- Link Governor for Careers.

Staffing

All staff are expected to contribute to delivery of careers through their roles as tutors, and subject teachers. This includes careers links through taught subjects, careers related support and advice as tutors and referring students to the Careers and Work Experience Coordinator as and when necessary.

Curriculum

The careers programme includes careers education lessons (through PSHE and subject curriculum), careers related activities (trips, speakers, mock interviews, etc), careers guidance (including a self-referral system, planned groups and individual consultations and through use of TEAMS / Unifrog), work related learning (including work experience), information provision and events (e.g. Post 18 evening, TEAMS channels, biennial SGGS Careers Fair).

Partnerships and Provider Access

The School will comply with the Provider access legislation (see appendix 2) to put on at least six encounters with a range of partners to deliver the careers programme, including employers, Higher and Further Education providers, Apprenticeship providers, providers of technical education, Careers Hubs, parents/carers and external careers providers and agencies. This will be done through a range of activities including assemblies, PSHE and other careers events.

A provider wishing to request access can use the dedicated careers mailbox: careers@sggs.org.uk or can contact one of the following people:

- Mrs Hannah Lardner, Careers and Work Experience Coordinator, lardner.h@sggs.org.uk
- Mr Jon Blackwall, Deputy Head and Careers Lead, blackwall.j@sggs.org.uk

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity, and the opportunity to leave relevant literature.

Our Careers programme offers providers an opportunity to come into school to speak to students and / or their parents/carers e.g. biennial Careers Fair held in the Spring Term which is open to students from Years 9 upwards or the Post 18 options evening for Year 12 which is also held in the Spring Term. There is also the opportunity to participate in the Speaker Programme which runs throughout the year.

Parents / Carers

A dedicated email account is set up for communicating about careers (careers@sggs.org.uk). All parents/carers are given a briefing in Year 10 and Year 12 on CEIAG and Unifrog. Parents/Carers in sixth form receive a weekly careers update via the Sixth Form Bulletin.

All parents/carers are kept updated about careers activities via the school App and in a letter at the start of the academic year where parents/carers are encouraged to support with careers activities including mock interviews and the speaker programme.

Resources

Funding is allocated for careers to cover internal needs and access to information (e.g. Unifrog license), CPD opportunities and commissioning of external sources. The School will also provide a designated space for confidential individual guidance, group sessions and research to ensure the successful implementation of this policy.

The Careers and Work Experience Coordinator oversees the purchase of resources to ensure they meet the needs of the students.

The dedicated Careers Channel on TEAMS provides a channel to push out opportunities and information to students on a wide variety of careers as well as on individual year group channels as appropriate.

Staff Development

Staff training needs are identified as part of the evaluation of the CPD programme to ensure the Gatsby Benchmarks are met.

Monitoring and Review

The Careers Lead and Careers and Work Experience Coordinator regularly review the quality of provision. Student voice, destinations, event evaluations and other internal quality assurance is used. Unifrog is used to support the tracking of the impact of the programme as part of the wider Personal Development programme of the school.

In addition, destinations of students, student data, student voice, and staff understanding are analysed in terms of all key groups and ethnicity to inform future IAG (Information, Advice & Guidance) that may be needed to support access to high-quality destinations. This contributes to the school's wider Personal Development programme and is central to the school's "Shaping Futures" mantra.

Appendix 1:

Maintaining partnerships.

A successful careers programme is based upon a rich and varied range of partnerships. Strategic development of links covering high-quality careers pathways and destinations is vital to meet the needs and aspirations of our students.

In order to ensure this happens we work in close partnership with the Warwickshire Careers Hub where we have a dedicated Enterprise Coordinator to support the school, The Three Rivers Alliance, our alumnae network, local businesses, a wide variety of HE providers, and local schools including some dual provision.

These partnerships are maintained through a regular programme that is reviewed as part of the annual cycle.

Appendix 2:

Stratford Girls Grammar School: Provider Access Policy Statement

Ownership: Stratford Girls Grammar School

Date updated: September 2026

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Stratford Girls Grammar School (SGGS) 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. SGGS 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.

SGGS 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).

Aims

SGGS policy for Access to other education and training providers 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 (Young people not in education, employment or training).

Student Entitlement

SGGS 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 new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done through a range of careers activities including assemblies and other careers events at school.

Development

This policy has been developed and is reviewed annually by the Careers and Work Experience Coordinator and Careers Lead.

Links with other policies

This policy supports and is underpinned by key school policies including those for T&L, Child Protection & Safeguarding, Equality, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. SGGS is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to the Careers & Work Experience Coordinator, who can be contacted by telephone or email, careers@sggs.org.uk, Tel **01789 293 759**.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled careers lessons, and careers events that SGGS is arranging. Students may also travel to visit another provider as part of a school arranged trip.

Details of premises or facilities to be provided to a person who is given access

SGGS will provide an appropriate room or school hall to be agreed. The Careers Lead or Careers and Work Experience Coordinator will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team.

Live/Virtual encounters

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

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers and Work Experience Coordinator organises all provider requests and is responsible to their Line Manager.

Complaints Procedure

Any complaints about this policy should be raised to the school's Careers Lead, email: blackwall.j@sggs.org.uk.

Mr Blackwall will raise the complaint to the Headteacher as required.

Appendix

Providers who have been invited into SGGS include:

Stratford College
Warwickshire College Group
National Grid
Army
Jaguar Landrover
Severn Trent