

# **Hitchin Girls' School**

## **Careers Education, Information, Advice and Guidance Policy**



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# Careers Education, Information, Advice and Guidance Policy

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## **Linked Documents**

*‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’*. DfE January 2023

# Careers Education, Information, Advice and Guidance Policy

## 1.0 School Vision

- 1.1 Hitchin Girls' School seeks to maximise the life chances of all of our students so it is crucial to prepare them all for life beyond school and college. The Schools visions and values reflect this:

*Hitchin Girls' School is committed to giving every student a broad education and helping to develop their individual talents to the full. We seek to maintain traditional values in work and behaviour, and our aim is to provide a stimulating, problem-solving and technologically rich approach to learning. This will encourage and support students to fully develop their intellectual, practical and interpersonal skills, and nurture those qualities of character that enable them to contribute effectively to modern society.*

- 1.2 The Board of Trustees have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

## 2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and five.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 8 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities for all years and these events will provide a positive impact upon all students at the school.
- 2.7 All members of staff at Hitchin Girls' School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader and Careers Advisers.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should

be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives:**

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

### **4.0 School Responsibilities**

4.1 The school has a series of statutory duties:

- 4.1.1 All registered students at the school must receive independent careers advice from Years 7 to 11
  - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
  - 4.1.3 This advice must cover a range of education or training options
  - 4.1.4 This guidance must be in the best interests of the student
  - 4.1.5 There must be an opportunity for education and training providers to access students in Year 8 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
  - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 Hitchin Girls' School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

## **5.0 Trustee Responsibilities**

5.1 The Board of Trustees will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 based on the eight Gatsby Benchmarks

5.1.2 meeting the school's legal requirements

5.2 The Board of Trustees will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 8 – 11.

5.3 There will be a member of the Board of Trustees who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 and The Skills and post 16 Education Act 2022.

6.2 All students in years 8-13 are entitled:

6.2.1 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;

6.2.2 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;

6.2.3 to understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 is the Provider Access Policy Statement. This sets out the way in which the school will comply with the new legal requirements (January 2023) to put on 6 encounters with providers of approved technical educational qualifications or apprenticeships. Additionally it details the timings of these encounters, procedural arrangements in relation to requests and who the training providers should get in touch with the school.

6.4 The school will work with providers to identify the most effective opportunity for them to share information about education and training opportunities

## **7.0 Monitoring, Evaluation and Review**

7.1 The Headteacher will ensure that:

- 7.1.1 the work of the Careers Lead, Careers Advisor(s) and CEIAG events are supported and monitored
- 7.1.2 a member of the Senior Leadership Team (Careers Leader) has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
  - 7.2.1 Feedback from stakeholders including parents through mechanisms such as Evaluation forms (based on exemplars provided by the Careers and Enterprise company)
  - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted and employers and training providers
  - 7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.3 The Trustees of Hitchin Girls' School will review this policy every three years.

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>☑ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>☑ The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>☑ The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>☑ By the age of 14 (year 9), all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>☑ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>☑ A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>☑ Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.</li> <li>☑ All students should have access to these records to support their career development.</li> <li>☑ Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>

<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<p>☑ By the age of 14 (year 9), every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<b>5. Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>☑ Every year, from the age of 11 (year 7), students should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<p>☑ By the age of 16 (year 11), every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>☑ By the age of 18 (year 13), every student should have had one further such experience, additional to any part-time jobs they may have.</p>
<b>7. Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>☑ By the age of 16 (year 11), every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>☑ By the age of 18 (year 13), all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>



		*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	☑ Every student should have at least one such interview by the age of 16 (year11), and the opportunity for a further interview by the age of 18 (year13).

It is our intention that the students in our care will:

- *Understand themselves and the influences on them:*
  - by assessing and having an understanding and awareness of themselves and by developing their personal qualities and skills
  - by clarifying and discussing their values, attitudes and preferences in relation to work
  - by developing key skills
  - by developing career management skills including resilience, self-reliance and self-presentation
- *Investigate opportunities in learning and work:*
  - by investigating the knowledge and skills which people need at work
  - by having an awareness and investigating the opportunities available to them in education, training and possible careers through use of occupational and labour market information
  - by considering the changing patterns of work and careers
  - by being capable, after finding out about post-16 choices of education, training and work, of making choices about their own continuing education and training, and about career paths
- *Make and adjust plans to manage change and transition:*
  - by using the results of self-assessment in their career planning
  - by making decisions concerning their own post-16 choices
  - by use of action planning and the recording of achievement to support their career development
  - by being able to use the information and guidance provided to manage the transition to new roles and situations that they will meet, both in school and in their future at work

We are committed to giving high quality Careers Education and Careers Guidance to students about all possible progression choices and ensuring that these choices are realistic and attainable for each student. The provision offered includes the following:

- Personal Guidance and how to use relevant Labour Market Information
- Promoting use of trusted information sources including annual subscription to Job Explorer data base which can be accessed by all students and staff
- Supporting student's transition to their next destination, for example CVs and applications for apprenticeships, higher education and employment
- Engagement with Stevenage and North Herts Careers Hub (part of Careers and Enterprise Company) including working with the Enterprise Coordinator and Employment Adviser they have linked to the school. Use of the HOP (Hertfordshire opportunities portal) for accessing opportunities and linking to Labour Market information – both regional and national.
- Providing Employer engagement days – Drop down days that enable encounters with employer to students in Year 8, 9, 11
- In Years 12 and 13 our students are encouraged to organise targeted work experience. Some university degree courses positively encourage this and may even in some cases insist upon it.
- Extensive Careers Education Programme in 6<sup>th</sup> Form with Employer and HE Encounters
- Monitoring and tracking careers enrichment and engagement so that all career link activities and skills have been captured on Unifrog as interactions

- Ensuring that Careers education is embedded into the curriculum through use of Unifrog and working with the Learning4Life lead teacher and Subject leaders.
- Engaging 'old girls' (alumni) to support our Careers Education programme.
- Careers lessons are arranged in Form time for students in Key Stage 3, Key Stage 4 and the Sixth Form.

See Careers Programme overview for more detail

We deliver **CAREERS GUIDANCE AND EDUCATION** through our Learning4Life programme, Form times and an Enrichment Day programme for all Key Stage 3, Key Stage 4 and Sixth Form students.

- Appointments can be made for students to receive one-to-one or small group guidance with the Careers Co-ordinator by arrangement. All students in Y11 and Y12 are offered a careers interview carried out by the Careers Co-ordinator, the Careers Adviser and the Adviser from Hertfordshire County Council Services for Young People.
- The Personal Adviser from Hertfordshire County Council Services for Young People offers careers guidance to selected students in Y9, Y10 and Year 11. Students who are in Years 8-13 The Advisor for Services for Young People is available to students during break and lunchtime.
- We recognise that staff, within each curriculum area, have a wealth of knowledge and expertise and we encourage them to integrate careers linked learning opportunities within lessons.

# Careers Programme Overview 2022/23

## Hitchin Girls' School

THE CAREERS & ENTERPRISE COMPANY

### Vision Statement

At HGS our vision is to enable all our students to receive the very best careers education possible, guided by the core principles of the Gatsby benchmarks. Through our programme we aim to prepare pupils for a changing world, building lifelong skills learnt through dynamic and exceptional Careers Education. We aim that every HGS student gains access to the best possible information, guidance and experiences during their time with us, in order to graduate on to meaningful further and higher education, vocational training, apprenticeships, and employment.

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 Telephone: 01462621300

## Milestones and Learning Outcomes

## Key Events and Experiences

- UK universities  
You have 10 shortcuts  
Go to text >
- Apprenticeships  
You have 10 shortcuts  
Go to text >
- MOOC  
You have 2 shortcuts  
Go to text >
- Debridge  
You have 3 shortcuts  
Go to text >
- College / Sixth Form  
You have 10 shortcuts  
Go to text >
- Interests profile  
Profile completed  
Go to text >
- Personality profile  
Profile completed  
Go to text >
- Competencies  
Completed all 12  
Go to text >
- Subjects library  
Subjects favoured  
Go to text >
- Know-how library  
Guides favoured  
Go to text >
- Careers library  
Careers favoured  
Go to text >

### Year 13

To make well informed choices.  
 To link Post 18 progression routes to future pathways.  
 To ensure students are fully supported in preparing for their next steps be that Higher education, vocational training, apprenticeships, or employment.  
 To engage with employers.

### Year 12

To acquire the skills and knowledge needed to plan for post 18 option.  
 To begin completing the HGS Post 18 passport.  
 To develop personalised plans to support strong aspirational plans in learning, self development, and work.  
 To develop their confidence and leadership skills through their involvement with the Community Ambassador and Learning Leaders programmes.

### Year 11

To make well informed post 16 decisions.  
 To ensure students have access to the right support and guidance, including independent and personalised guidance when planning their Post 16 options.  
 To be able to link post 16 pathways to progression routes and future careers.  
 To have an intended destination.

### Year 10

To be able to link the skills in the classroom to the world of work.  
 To begin to consider their post 16 pathway.  
 To understand how the world of work in changing and how this may impact on their future careers pathways.  
 To explore a range of future careers and Post 16 pathways.

### Year 9

To prepare for their KS4 options considering how they link to future career pathways and progression routes.  
 To understand the skills required in entrepreneurship.  
 To link curriculum subjects to careers and use this knowledge to inform their GCSE option choices.  
 To develop key personal skills essential for the workplace such as oracy.

### Year 8

To be able to describe, demonstrate and evidence key employability skills.  
 To explore a variety of career pathways.  
 To access directly the word of work.  
 To develop their entrepreneurial skills.  
 To understand personal skills that are valued within the workplace.  
 To recognise skills and qualities developed both inside and outside school that will make them employable.

### Year 7

To raise awareness of careers and the wide range of pathways.  
 To introduce all students to Unifrog.  
 To identify personal traits, strengths, and skills.  
 To develop confidence and have high expectations of themselves in the future.  
 To introduce them to entrepreneurship.

### Year 13

Guest speakers in assembly  
 The weekly form time programme and Unifrog activities  
 Enrichment lessons that focus on a range of areas including student finance  
 Careers fair  
 Mock interviews and Talk the Talk oracy workshop  
 Regular one to one meetings with tutors  
 Individual support with application processes  
 Talks from UCAS and Amazing apprenticeships

### Year 12

Passport to Post 16 activities  
 MOOCs and presentations  
 Guest speakers in assemblies  
 Talks from UCAS and Amazing apprenticeships  
 Ambassador and Learning Leaders Programme  
 University visits and UCAS discover days  
 One to one careers appointments  
 Workshops on putting together applications.  
 University workshops  
 Timetabled enrichment programme

### Year 11

Careers fair – including colleges, apprenticeships, T levels, and employers  
 Form time activities, L4L lessons and Talks from Amazing apprenticeships  
 Unifrog activities  
 Options evening  
 Careers one to one meetings  
 Additional careers meeting for identified students  
 Post 16 options meeting for all students  
 Enterprise day off timetable event

### Year 10

Form time and the L4L programme  
 Careers fair – including colleges, apprenticeships, T levels, and employers  
 Guest speakers and assemblies  
 Careers week activities  
 Unifrog activities  
 Talks from Amazing apprenticeships  
 Guest speakers in assemblies  
 Take your daughter to work day

### Year 9

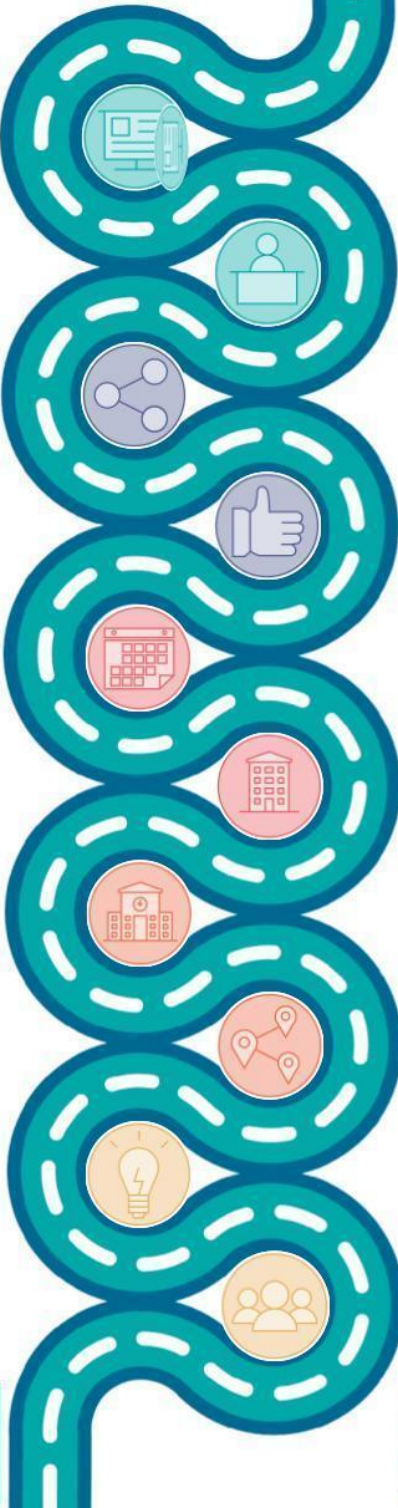
Careers Fair – including colleges, apprenticeships, T levels, and employers  
 Workshops and guest speakers  
 Form time and L4L programme  
 Year 9 options assemblies, department talks, and one to one follow up meetings  
 Talk the Talk oracy programme  
 Enterprise off timetable day  
 Guest speakers and assemblies  
 Founders' Day enterprise stalls

### Year 8

Form time and Unifrog activities  
 Guest speakers and assemblies  
 Careers week activities  
 Bring your daughter to work day  
 Brand me week  
 L4L programme  
 Founders' day enterprise stalls

### Year 7

Form time and Unifrog activities  
 Guest speakers and assemblies  
 Careers week activities  
 L4L programme  
 Founders' Day enterprise stalls  
 Workshops – Tesco supply



Inspiring and preparing young people for the world of work.

## Appendix 3

### Policy statement on provider access

#### Provider Access Policy Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### Management of provider access requests

##### Pupil entitlement

All pupils in years 8 to 13 are entitled:

- 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during Key stage 3 (year 8 to 9) and two encounters for pupils during key stage 4 (year 10 to 11).

For pupils in year 12 to 13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and where possible pupils from the provider) and answer questions from pupils.

#### Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist

[.https://resources.careersandenterprise.co.uk/resources/making-it-meaningful-benchmark-7](https://resources.careersandenterprise.co.uk/resources/making-it-meaningful-benchmark-7) Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils. This would need to be discussed with the Careers Leader

#### Provider access In previous Years

Careers Fairs took place annually for many years until 2019 with FE and Apprenticeship providers present (these were impacted by Covid)

##### 2022-23

At the Careers Fair in Autumn 2022, We invited the following providers – NHC, Oaklands College, Bedford College (with Shuttleworth), Cambridge Regional College and Sporting Futures (an Independent training and apprenticeship Provider). All students from Year 9 - year 13 had opportunities to engage with them.

At this event there were also opportunities to engage with Employers offering Apprenticeships - including NHS, Computacenter, Liebherr, Airbus and GSK.

Links have been developed with Tesco who have delivered careers sessions to Year 7 and Year 10

## YEAR 11 DESTINATIONS – Summer 2023

Destination	No of student
<b>Bedford College</b>	<b>1</b>
Hairdressing	1
<b>Bedford Sixth Form</b>	<b>1</b>
A levels	1
<b>Cambridge Regional College</b>	<b>1</b>
Games development	1
<b>Grandir UK</b>	<b>1</b>
Nursery assistant	1
<b>Highfield</b>	<b>1</b>
Unknown	1
<b>Hills Road</b>	<b>4</b>
A level	4
<b>Hitchin Girls` School 6<sup>th</sup> Form</b>	<b>134</b>
<b>The Priory School</b>	<b>1</b>
A Level	1
<b>Knights Templar School</b>	<b>2</b>
A levels	2
<b>Longroad Sixth Form</b>	<b>7</b>
A levels	7
<b>Nottingham Girls` Academy</b>	<b>1</b>
A Levels	1
<b>NHC</b>	<b>30</b>
to study Health & Social Care	1
Art	1
BTEC in Child Care	1
Catering Course	1
Child Care	1
Child Development	1
H&SC L3	1
Hair & Beauty	1
Hospitality & Catering	1
L1 Hairdressing	1
L1 Mechanics	1
L2 Dip Child Play, learning & development	1
L2 Technical Health & Social Care	1
L3 Art & design	2
L3 Business	1
L3 Diploma in Uniform Protected Services	1
L3 Ext Dip Creative Media Production	1

Level 3 Art	1
Level 3 Fashion	1
Level 3 Forensics and Criminology Diploma	1
LT BTEC Business	1
Performing Arts	1
to study Graphic Design	1
Travel & tourism	1
Unknown	5
<b>Oaklands College</b>	<b>6</b>
Beauty Therapy	1
Early Years Practitioner	1
L2 Media, makeup & hair	1
L3 Engineering	1
L3 Health & Social Care	1
Media makeup	1
Unknown	1
<b>Perse School</b>	<b>1</b>
A levels	1
<b>Rhythm Studio Sixth Form</b>	<b>1</b>
L3 ext dip Music perf & business	1
<b>Springboard</b>	<b>2</b>
Unknown	2
<b>St Francis</b>	<b>1</b>
Unknown	1
<b>Stage Right College</b>	<b>1</b>
L3 BTEC Performing Arts	1
<b>Unknown</b>	<b>4</b>
Unknown	4
<b>Watford Grammar School</b>	<b>1</b>
A Levels	1
<b>Woodhouse College</b>	<b>1</b>
A levels	1
<b>Grand Total</b>	<b>202</b>

## YEAR 13 DESTINATIONS – Summer 2023

Destination	No of Students
<b>Anglia Ruskin University</b>	<b>1</b>
Biomedical Science	1
<b>Apprenticeship</b>	<b>4</b>
Accountancy	2
Science Lab	1
Sports Coaching	1
<b>Aston University, Birmingham</b>	<b>2</b>
Biomedical Engineering	1
Economics	1
<b>Bath Spa University</b>	<b>1</b>
Criminology	1
<b>Bedford College Group</b>	<b>1</b>
Animal Management	1
<b>Birmingham City University</b>	<b>2</b>
Architecture with a Foundation	1
Graphic Design	1
<b>Cardiff Metropolitan University</b>	<b>1</b>
Media and Communications	1
<b>Cardiff University</b>	<b>4</b>
Biological Sciences	1
Business Management (Marketing)	1
Diagnostic Radiography and Imaging	1
History	1
<b>Coventry University</b>	<b>1</b>
Business and Marketing	1
<b>Durham University</b>	<b>2</b>
BA Music	1
Biological Sciences	1
<b>Employment</b>	<b>12</b>
Employment	12
<b>Fashion Retail Academy</b>	<b>1</b>
Buying & Merchandising for Fashion	1
<b>GAP Year</b>	<b>22</b>
GAP Year	22
<b>Kingston University</b>	<b>2</b>
Accountancy & Finance	1
Psychology	1
<b>Leeds Beckett University</b>	<b>4</b>
Fashion Marketing	1



Law	2
Media, Communication, Cultures	1
<b>London College of Contemporary Music</b>	<b>1</b>
Music Composition	1
<b>Loughborough University</b>	<b>2</b>
Human Biology	1
Natural Sciences	1
<b>Manchester Metropolitan University</b>	<b>6</b>
Business and Marketing	1
Business Management	1
Ethics, Religion, Philo	1
Fashion Communication	1
Philosophy (Foundation)	1
Early Years and Childcare	1
<b>NHC</b>	<b>3</b>
Foundation Year Art	1
L3 Fd Dip in Art & Design	1
L2 Professional Catering	1
<b>Northumbria University, Newcastle</b>	<b>1</b>
Psychology Foundation Yr	1
<b>Nottingham Trent University</b>	<b>4</b>
Artisan Food Production	1
Biomedical Sciences	1
English	1
Health and Social Care	1
<b>Open University</b>	<b>1</b>
Business Degree	1
<b>Royal Holloway University of London</b>	<b>2</b>
Liberal Arts	1
Economics and Management	1
<b>Swansea University</b>	<b>1</b>
Materials Science and Engineering	1
<b>The University of Edinburgh</b>	<b>1</b>
Geography	1
<b>The University of Law</b>	<b>1</b>
Law	1
<b>UCL (University College London)</b>	<b>2</b>
Spanish and Latin American	1
Media, Communication and Sociology	1
<b>University of Bath</b>	<b>1</b>
Management with work placement	1
<b>University of Bristol</b>	<b>2</b>
Mathematics	1
Psychology	1

<b>University of Cambridge</b>	<b>1</b>
Geography	1
<b>University of Derby</b>	<b>1</b>
Psychology	1
<b>University of East Anglia UEA</b>	<b>9</b>
Biochemistry	1
Biological Science and Found	1
Biological Sciences	1
Business Management	2
Computing Science	1
Medicine	1
Occupational Therapy	1
Psychology	1
<b>University of Essex</b>	<b>2</b>
Human Biology	1
Biological Sciences	1
<b>University of Exeter</b>	<b>4</b>
Biological Sciences	1
Classics with Study Abroad	1
Geography	1
Art History & Visual Culture	1
<b>University of Greenwich</b>	<b>1</b>
Biomedical Science (Extended)	1
<b>University of Kent</b>	<b>4</b>
Biomedical Science	2
Classical Studies	1
Business and Management	1
<b>University of Leeds</b>	<b>3</b>
Communication and Media	1
Neuroscience	1
Psychology	1
<b>University of Leicester</b>	<b>5</b>
Biological Sciences (Biochemistry)	1
Geography	1
Law	1
Psychology	2
<b>University of Liverpool</b>	<b>2</b>
Computer Science (Foundation) (1+3)	1
Geography (Science)	1
<b>University of Manchester</b>	<b>6</b>
Biochemistry	1
Biology	1
Biology with Industrial / Profess	1
Physics with Study in Europe	1

Politics and Modern History	1
Chemistry with Industrial Experience	1
<b>University of Northampton</b>	<b>1</b>
Biomedical Science	1
<b>University of Nottingham</b>	<b>1</b>
English with Creative Writing	1
<b>University of Reading</b>	<b>2</b>
Business and Management	1
English Literature	1
<b>University of Roehampton</b>	<b>1</b>
Law	1
<b>University of Sheffield</b>	<b>10</b>
Aerospace Engineering	1
Economics	1
English Literature	1
General Engineering	1
Law	1
Philosophy	1
Speech and Language Therapy	1
Zoology	1
Chemical Engineering	1
Politics, Philosophy, Economics	1
<b>University of Southampton</b>	<b>2</b>
English and History	1
Zoology	1
<b>University of Surrey</b>	<b>1</b>
Psychology	1
<b>University of Sussex</b>	<b>1</b>
Psychology	1
<b>University of the Arts London</b>	<b>2</b>
Architecture	1
Production Arts for screen	1
<b>University of Warwick</b>	<b>1</b>
Classics	1
<b>University of Westminster, London</b>	<b>2</b>
Law	1
Spanish and Linguistics	1
<b>University of York</b>	<b>7</b>
Biology	1
Chemistry	1
Chemistry with a year in industry	1
Criminology	1
Film and Television Production	1
Law and Criminology	1

Politics with International Relations	1
<b>Unknown</b>	<b>4</b>
Unknown	4
<b>Grand Total</b>	<b>161</b>

## Procedure

A provider wishing to request access should contact Tina Stojko Careers Lead or Clare Townsend Careers Coordinator/Adviser.

Telephone: 01462 621300

Email: careers@hgs.herts.sch.uk

## Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Policy and Charter which can be viewed on the school website. The existing careers programme overview and strategic careers development plan is reviewed on an annual basis and the granting or refusing of access will be made in line with these documents.

Please speak to our Careers Leader or Careers Advisers to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Team.

## Complaints

A provider wishing to raise a complaint in relation to access should do so in writing to the Careers Leader and this will be dealt with by the School Leadership Team in line with the schools complaints policy.

## Management of provider access requests

The school offers the six provider encounters required **by law** and a number of additional events, integrated into the school careers programme.

We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

	Autumn Term	Spring Term	Summer Term
Year 8		Assembly in National Apprenticeship or National Careers Week	
Year 9	Careers Fair – mandatory encounter with a college/training provider. <i>Parents invited to attend in Period 5</i>	Careers drop down day – 1 session will be with an apprenticeship provider	
Year 10	Careers Fair (FE and Apprenticeship providers present) <i>Parents invited to attend in Period 5</i>	ASK Apprenticeships - Assembly and other courses  Extended Assembly in National Careers Week 7th March starting at 8.50 - 9.20 Invite College to talk about Technical Qualifications, T levels, Apprenticeships.  Workshop – Tesco with presentation on Apprenticeship opportunities	

Year 11	<p>Extended Assembly - post GCSE options - Technical qualification routes. Bring in FE College (before half term)</p> <p>Careers Fair (FE and Apprenticeship providers present) <i>Parents invited to attend in Period 5</i></p>	<p>ASK Apprenticeships and other courses – Assembly</p> <p>Get Work Ready day – Final Session of the day will be a presentation from FE and Training providers with Q and A</p>	
Year 12	<p>Careers Fair (FE and Apprenticeship providers present) <i>Parents invited to attend in Period 5</i></p> <p>Higher and Degree Level Apprenticeship provider/employer talks</p>	<p>ASK Apprenticeships – Assembly</p> <p>Enrichment lesson - 15th march 2.50 - 3.30</p> <p>HTQ and other technical and vocational Qualifications - FE College</p>	Visit to Hertfordshire University
Year 13	<p>Careers Fair – mandatory encounter with a college/training provider. Parents invited to attend in Period 5</p> <p>Higher and Degree Level Apprenticeship provider/employer talks</p>	<p>ASK Apprenticeships – Assembly</p> <p>Apprenticeship Big Breakfast Friday 10th February</p>	