

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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‘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.

The Gatsby Benchmarks

Appendix 1

(Summary from Good Career Guidance - the next ten years. The Gatsby Foundation November 2024)

Benchmark	Summary	Criteria
<p>1. A stable careers programme</p>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> ☑ Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. ☑ The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. ☑ The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. ☑ The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
<p>2. Learning from career and labour market information</p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need</p>	<ul style="list-style-type: none"> ☑ During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. ☑ Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

	the support of an informed adviser to make the best use of available information	
3.Addressing the needs of each young person	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>☑ A school’s careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations</p> <p>☑ Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</p> <p>☑ For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil’s records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>☑ All pupils should have access to these records use them ahead of any key transition points to support their next steps and career development</p> <p>☑ Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</p> <p>☑ Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.</p>
4.Linking curriculum learning to careers	<p>As part of the school’s programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should</p>	<p>☑ Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to</p>

	highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	gain entry to, and be more effective workers within, a wide range of careers. ☑ Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5.Encounters with employers and employees	Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	☑ Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6.Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	☑ By the age of 16, every pupil should have had meaningful experiences of workplaces. ☑ By the age of 18, every pupil should have had at least one further meaningful experience.
7.Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	☑ By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. ☑ By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8.Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They	☑ Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.

	<p>should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	
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Hitchin Girls' School Careers Charter

Appendix 2

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 6th 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 2024/25

Hitchin Girls' School

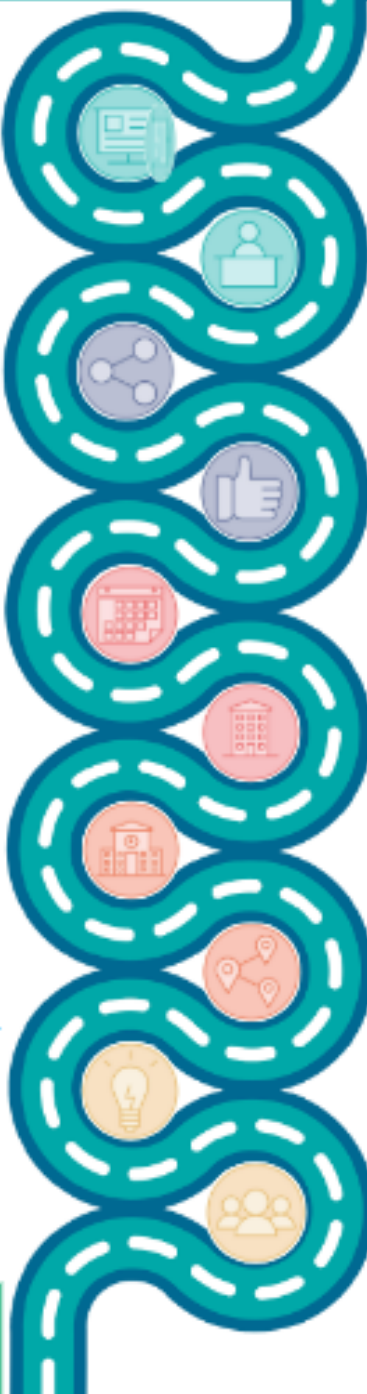
Vision Statement

All 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 based through dynamic and inspirational 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.

Contact: Ms T Stojko
Email: thstajko@hgs.herts.sch.uk
Telephone: 01462621300

Milestones and Learning Outcomes

Key Events and Experiences



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 Leavers 2024 - Destinations
Barnfields Collage - Engineering
Beaumont Sixth Form
Cambridge Regional Collage - Business
Childbase (Highbury Lodge) - Early Years Practitioner
Fashion Retail Academy - Fashion Retail
Fashion Retail Academy - Fashion Retail
Fashion Retail Academy - Fashion Retail
Fashion Retail Academy - Fashion Retail
Fashion Retail Accademy - Communications and Styling
Greys Hitchin - Hairdressing Apprenticeship
Harrogate Army College
Hills Road Sixth Form
Hills Road Sixth Form
Hills Road Sixth Form
Hills Road Sixth Form
John Henry Newman School Sixth Form
Katharine Worthington Sixth Form
Knights Templar Sixth Form
Knights Templar Sixth Form
London School of Fashion
London Screen Academy - Film
London Screen Academy - Technical Film Production
Long Road Sixth Form
Long Road Sixth Form
MBDA - Manufacturing Operator Apprentice
Moved abroad
Moved abroad
North Hertfordshire Collage - Art and Design
North Hertfordshire Collage - Hairdressing
North Hertfordshire College
North Hertfordshire College
North Hertfordshire College
North Hertfordshire College
North Hertfordshire College - Business
North Hertfordshire College - Beauty Therapy
North Hertfordshire College - Business
North Hertfordshire College - Construction
North Hertfordshire College - Digital Illustration and Animation
North Hertfordshire College - Forensic Science
North Hertfordshire College - Health and Social Care
North Hertfordshire College - Health and Social Care
North Hertfordshire College - Public Services
North Hertfordshire College - Public Services
North Hertfordshire College - Public services
North Hertfordshire College - Public Services
North Hertfordshire College - Sport and Exercise Science
North Hertfordshire College - Sports Coaching and Science
Nothing in place
Nothing in place

Nothing in place
Nothing in place
Oaklands Collage - Art and Design
Oaklands College
Oaklands College
Oaklands College
Oaklands College - Beauty Therapy
Oaklands College - Drama
Oaklands College - Media Makeup and Hair
Oaklands College - Production and Performing Arts
Oaklands College - Sports Coaching
Oaklands College - Sports Science
Samuel Whitbread Academy - A Levels & BTEC
Shuttleworth College
Shuttleworth College
Shuttleworth College - Animal Management
Shuttleworth College - Animal Management and Behavior
Shuttleworth College - Animal Management and Science
Shuttleworth College - Animal Management and Science
Shuttleworth College - Equine Management
St Christopher School Sixth Form
Stevenage College
Stevenage College - Health and Social Care
Unknown
Unknown
Unknown
Unknown
Unknown
Work

Year 13 Destinations Summary 2024		
Higher Education	117	77.0%
Apprenticeship	6	3.9%
Employment	2	1.3%
Seeking Employment	3	2.0%
Gap Year	19	12.5%
Unknown	5	3.3%
Grand Total	152	

Y13 Higher Education Destinations & Courses 2024	
Anglia Ruskin University	2
Psychology	2
Bath University	2
International Management with Spanish	1
International Politics with French	1
Birmingham University	4
Biochemistry	1
Nursing	1
Pharmacy	1
Psychology	1
Bristol University	1
Law	1
Brunel University	1
Law with Criminal Justice	1
Cambridge University	1
English	1
Cardiff University	3
Archaeology and Ancient Civilisation	2
Architectural Engineering	1
City of London	3
Media and Communications	1
Psychology	2
Durham University	1
Classics	1
East Anglia University	5
Geography	1
Business Management	1
Film and Television Production	1
Psychology	1
Psychology	1
Edinburgh University	1
Biochemistry	1
Exeter University	3
Geography	1
Marketing and Business Management	1
Psychology	1
Fashion Retail Academy	1
Fashion	1
Hertfordshire University	1
Pharmacy	1
Keele University	2
Neuroscience	1
Psychology	1
Kent University	1
Economics	1
King's College London	3
Film Studies	1
Medical Physiology	1
Psychology	1
Leeds Beckett University	1
Filmmaking	1
Leeds University	1
Philosophy, Politics and Economics	1
Leicester University	3
Engineering	1
Law	1
Psychology	1
Lincoln University	4
Animal Behaviour Welfare	1
Biomedical Sciences	1
Biology	1

Psychology	1
Liverpool Institute for Performing Arts	1
Sound Technology	1
Liverpool University	5
English	1
Geography	1
Politics	1
Psychology	2
London Metropolitan University	1
Criminal Law	1
Loughborough University	4
Product Design with Engineering	1
Psychology	1
Sport and Exercise Psychology	1
Sport (Elite Athlete Pathway)	1
Manchester Metropolitan University	3
Film and Media Studies	1
Philosophy	1
Psychology	1
Manchester University	3
Geography	1
Medicine	1
Politics and Modern History	1
Newcastle University	3
Biochemistry	1
Dental Surgery	1
Geography	1
North Hertfordshire College	1
Art and Design	1
Northumbria University	3
Biomedical Science	1
History with a Humanities foundation year	1
Law	1
Nottingham Trent University	4
Communications and English	1
Criminology	1
Professional Policing	1
Sport and Exercise Science	1
Nottingham University	5
Law	2
Philosophy	1
Physics	1
Psychology	1
Oxford Brookes University	2
Business and Finance	1
Life Sciences Foundation	1
Plymouth University	1
Psychology	1
Queen Mary, University of London	3
Biomedical Science	1
Mathematics	1
Pharmaceutical Chemistry	1
Reading University	2
Biomedical Sciences	1
Law	1
Roehampton University	1
Philosophy, Religion and Ethics	1
Rose Bruford College	1
Creative Lighting Control	1
Royal Holloway, University of London	2
Music and Sound Design	1
Psychology	1
Salford University	1

Television and Radio Production	1
Sheffield Hallam University	3
Biological Science	1
Law	1
Psychology	1
Sheffield University	1
Law	1
SOAS University of London	1
Law	1
Southampton University	1
Geography	1
Surrey University	2
Biochemistry	1
Psychology	1
Sussex University	3
Anthropology	1
Criminology with Psychology	1
Psychology	1
Swansea University	1
Ancient History	1
University of Arts, London	1
Psychology of Fashion	1
University of Reading	1
Film and Television	1
Warwick University	3
Mathematics	1
Physics	1
Physics with Astrophysics	1
Westminster University	2
Biomedical Science	2
Anglia Ruskin University Writtle College	1
Veterinary Physiotherapy	1
York University	5
Accounting, Business Finance & Management	1
Physics	1
Law	1
Psychology	1
Sociology with Social Psychology	1
Edinburgh University	1
English Literature	1

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.	Careers drop down day – 1 session will be with an apprenticeship provider	
Year 10	Careers Fair (FE and Apprenticeship providers present) Extended Assembly - post GCSE options - Technical qualification routes. Bring in FE College	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>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>Various university and apprenticeships talks as part of the personal development programme</p> <p>Mock interviews with employers and CV writing support</p>	<p>Visit to Hertfordshire University</p>
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>Apprenticeship Breakfast - weekly meeting supported by a range of providers</p>	<p>Various university and apprenticeships talks as part of the personal development programme</p> <p>Apprenticeship Breakfast - weekly meeting supported by a range of providers</p>	