



## **CAREERS EDUCATION AND GUIDANCE POLICY**

<b>Person(s) responsible for this policy</b>		<b>Head of Careers, Director of Studies, Second Master</b>	
<b>Last review by</b>	<b>R Hinton</b>	<b>Review date</b>	<b>September 2018</b>
<b>Date of next review</b>		<b>September 2021</b>	

### **Rationale**

Our Careers Education and Guidance Programme supports the school aims by helping to develop the knowledge, confidence and skills required to make well-informed choices and plans for a successful transition into the next phase of a pupil's education, and ultimately employment. Additionally, the CEG programme provides a framework for meeting statutory requirements, promoting equality of opportunity and avoiding stereotyping, encouraging participation in Higher Education, developing enterprise and employability skills and contributing to the attainment of economic wellbeing and financial capability.

### **Entitlement**

During their time at school pupils are entitled to a comprehensive, unbiased and relevant programme of careers education, which includes:

- Impartial advice and guidance about academic subject choice at GCSE and A level
- Accurate information about careers, courses and training options and financial planning; the CEG programme begins in Upper Third (Year 7)
- The opportunity to develop the skills necessary for competitive entry into the world of work and Higher Education including the demands of enterprise.
- The provision of work related learning and the opportunity to develop relationships with local business
- The opportunity to identify and develop areas of strength through self-assessment and aptitude testing, alongside the recognition of areas for development.
- An individual careers report and discussion with an independent Careers advisor to enable appropriate and effective action planning.
- Access to information from providers outside school such as the Independent Schools Careers Organisation (Inspiring Futures) and the GDST's Alumnae network.

### **Aims**

Our aims are set with reference to both national policies and guidelines and the particular context of the school and its students. These are to:

- i) Provide pupils with comprehensive, up-to-date and unbiased information about careers and higher education to facilitate informed choice.

- ii) Provide the opportunity to develop the knowledge and skills needed to make appropriate choices and successful transitions throughout their time at school and into higher education, work or training.
- iii) Encourage familiarity with the world of work through the work week programme and enterprise learning.
- iv) Enhance the partnership between the school, parents, external services, employers and the local community.
- v) To engage parents in helping with the decision-making process
- vi) Support pupils in developing self-awareness and the personal qualities and capabilities to manage their own higher education, aspirations and career plans.

## **Outcomes**

- i) Pupils are aware of the value of qualifications. They know about the world of work, the organisation of the workplace, the local and national job market, education and training options, including the European dimension, and the opportunities provided by enterprise.
- ii) They are equipped with the practical skills they need to look for, and obtain places on, further and higher education, training and employment, and to cope with independent living.
- iii) Pupils should be motivated and have positive attitudes to life. Through work-related learning pupils have developed a broader awareness of working activities. They are prepared for adult responsibilities, the discipline of work and can maintain effective working relationships.
- iv) Parents, careers services, governors, employers and the local community feel positively about participating in developing career ideas beyond the classroom.
- v) Pupils are aware of their own strengths and personal qualities, and have a balanced view of their self-worth and potential.

## **How the Careers Programme is delivered:**

- i) Timetabled careers lessons to L5 and U5.
- ii) Through the PHSCE programme or withdrawal from timetabled lessons to pupils from U3 – U4
- iii) Work Experience (“work week”) programme in L5.
- iv) Through participation in the whole school project in June
- v) Sixth form General Studies programme and the Head Master’s Lecture series.
- vi) Individual aptitude testing and interviews.
- vii) Biennial Careers Conference (“Beyond School”).
- viii) Participation in the Young Enterprise scheme
- ix) Access to careers resources.
- x) Mock interviews in the Sixth form.
- xi) Visits to Universities, UCAS convention and HE Fairs at other schools
- xii) Master classes and the involvement of business in the delivery of specific topics
- xiii) Through the expertise of subject leaders
- xiv) Through the provision of up to date and relevant resources
- xv) Through partnerships with local providers such as ISCO, Inspiring Futures, and the GDST Alumnae Network

## **Who delivers the Careers Programme?**

1. The Careers Guidance team, currently Mrs Laura Cooper, the Head of Careers, Mr Paul Frost and Mrs Sophia Ridley prepare schemes of work, organise external involvement in the programme and deliver the careers lessons in the timetable and within the PHSCE programme.
2. All Heads of Year and form tutors are involved in advising pupils informally throughout their years at school and specifically at transition points e.g. GCSE Options and Sixth Form Entry.
3. All staff give information about their subject for Options booklets, Curriculum booklets and the Sixth Form Prospectus as well as providing advice and expertise to individuals.
4. The Head of Sixth Form organises events and speakers to support decision making for post-18 choices and to develop skills for working life.
5. The Head is aware of, and supports, the whole programme.
6. Parents, governors and representatives from local business help with practice interviews for pupils in the Lower Sixth, work related learning in L5 and U5 and specific activities from time to time in Key Stage 3.
7. ISCO (The Inspiring Futures Foundation) carries out aptitude testing for every girl in U5, followed with individual reports and interviews.
8. Parents and local employers are involved in the Work Week Programme, Master classes, the Careers Convention and the L5 Work-Related Learning programme.

## **Resources**

1. Staff: Three members of staff have specific responsibility for the CEG Programme however, this work is supported by Heads of Year, individual subject teachers and the Sixth Form Management team.
2. The GDST Alumnae Network and ISCO, Inspiring Futures Foundation provide support.
3. Directed searches online for specific enquiries.
4. Further information available in the sixth form centre, the main school library and displays on notice boards.
5. Parents and former pupils willing to contribute to Work Week Programme, Master classes
6. Funding is allocated in the annual budget planned around whole school priorities and deployed by the Head of Department

## **Monitoring and Evaluation**

1. Regular meetings to plan, monitor and review delivery of CEG.
2. Annual review document drawn up and discussed with the Head. Existing targets are reviewed and development areas and budget allocation agreed. These are then linked into the whole school planning process.
3. Whole school target setting policy can involve careers objectives. Action plans including an assessment of pupil's current knowledge and skills are drawn up after aptitude testing.
4. After the delivery of each major topic students are asked to evaluate their work. Their comments are summarised (on review and evaluation sheets) and used to inform further planning
5. Careers Department is subject to assessment by external agencies as part of the regular school inspection programme.

## **Relationship to other whole school policies and initiatives**

This policy is underpinned by the teaching and learning policy, the PHSCE policy, the work experience policy, the Health and Safety policy, the Safeguarding policy and school initiatives designed to promote resilience, self-awareness and well-being.