



**URSULINE HIGH SCHOOL**  
Wimbledon

**Careers Education,  
Information, Advice and  
Guidance (CEIAG)  
Policy**

December 2022

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## **UHS Careers Policy 2022-23**

### **Rationale**

Career Education, Information Advice and Guidance programmes (CEIAG) is an essential part of the support we offer to students at the Ursuline. Effective careers support can make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

The Ursuline is committed to the Government's careers strategy. As part of this strategy, the school must ensure that every pupil from Years 7-13 will have access to independent, accurate and impartial advice and incorporate information on the range of education and training options including apprenticeships and vocational pathways available to them.

The following policy highlights the school's intention, implementation and impact of its Careers Education, Information, Advice and Guidance (CEIAG) programme and explains what students, parents/carers, staff and governors can expect from the careers programme.

As a school "We aim to develop confident and aspirational young women who are willing and able to seize new opportunities. An Ursuline student is committed to her faith. She is kind, forgiving, and generous of spirit and perseveres. She is enterprising, respectful of others, committed to developing her leadership skills and is an active member of her school and local community." (Julia Waters – Headteacher).

This Policy should be read in conjunction with:

- Curriculum Policy
- SEND Policy
- PSHEC Policy
- Provider Access Policy
- Equality, Diversity and Cohesion policy
- Anti-Racism Policy

### **Aims**

The 8 Gatsby Benchmarks are a framework for good careers guidance developed to support schools in providing students with the best possible careers information, education, advice and guidance. The benchmarks are based on best practice from across the world and are challenging but achievable. (<http://www.goodcareerguidance.org.uk/>)

1. A stable career 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

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7. Encounters with further and higher education
8. Personal guidance

The Careers Policy has the following aims:-

- to contribute to strategies for raising achievement, especially by increasing motivation.
- to meet the needs of all our students through appropriate differentiation by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, vocational and apprenticeships) that are likely to help them achieve their ambitions.
- to promote equality of opportunity, celebrate diversity, challenge stereotypes, and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or pupil premium students receive it.
- to encourage participation in continued learning including higher education and further education.
- to develop enterprise and employment skills.
- to contribute to the economic prosperity of individuals and communities.
- to focus students on their future aspirations.
- to involve parents and carers.
- to ensure that all students progress on to education, employment, and training.

### **Roles and responsibilities**

#### **Subject Teachers should:**

- Incorporate CEIAG into their lesson plans by developing and highlighting work related skills.
- Raise student awareness of education and career opportunities related to their subject area.
- As Form Tutors, identify students who need additional support on their career pathways and make referrals to Head of Year.
- Display materials & inform students of events & appropriate information when requested.

#### **Heads of Year should:**

- Identify students who need additional support on their career pathways and refer to Assistant Head Teacher (Careers).
- Contribute to CEIAG related events such as Options Evening.
- Incorporate CEIAG into their Schemes of Work for PSHEC.

#### **Heads of Faculty and Heads of Department should:**

- Establish links with Universities, places of employment & consult with the Director of Extended Learning and Careers Leader as required.

#### **SENDCo should:**

- Incorporate CEIAG into all transition annual reviews for students with a Statement of Special Educational Needs.
- Identify students who need additional support on their career pathways and refer to Assistant Head Teacher (Careers).

#### **Senior Leader for Disadvantaged Students should:**

- Provide additional advice and support for disadvantaged students.
- Identify students who need this additional support on their career pathways and refer to Assistant Head Teacher (Careers).

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**Assistant Head Teacher for Teaching and Learning should:**

- Organise CEIAG related events such as Options Evening.
- Ensure that CEIAG is included in the school's development plan in line with national and local objectives.
- Identify students who need additional support on their career pathways and refer to Assistant Head Teacher (Careers)

**Assistant Head Teacher for Careers should:**

- Have an overview of CEIAG throughout the key stages and line manage UHS Careers Leader and the CEIAG Advisor.
- Organise CEIAG related events such as Options Evening, Transition days and Sixth Form Exhibitions.

**The Careers Lead should:**

- Lead, co-ordinate, manage and evaluate the provision of careers across all year groups.
- Support subject teachers in their delivery of linking curriculum learning to careers.
- Network, maintain and develop employer links and relationships.
- Report to and advise senior leadership on policy, strategy, and resources for careers.
- Arrange Careers Celebration Weeks such as National Apprenticeship Week and National Careers Week.

**The CEIAG K3&4 Advisor should:**

- Provide impartial careers guidance and advice to all students in Year 11 and all other students referred via the Assistant Head Teacher (Careers).
- Organise and evaluate CEIAG events such as careers panels, workshops, and work experience.
- Work with partner agencies, employers, parents, and carers to secure suitable work experience placements for students in Year 11.
- Introduce, educate, and monitor students use of START Careers Software in Years 7-10 to develop their interests and work preferences and Unifrog in Years 10 & 11 to explore Post-18 destinations.

**The CEIAG KS5 Adviser should:**

- Provide impartial careers guidance and advice to all students in Year 12 and Year 13.
- Review personal statements for students applying to university including providing guidance on course and university choices.
- Support students to use appropriate software such as Unifrog, University and Apprenticeship websites.
- Assist students in applying for apprenticeships, school leaver programmes and gap year programmes including internships.
- Manage the work shadowing placement scheme – conduct a briefing, publicise work shadowing opportunities and provide covering letter and CV advice and guidance.
- Support students on developing their interview techniques, conducting mock interviews where appropriate.
- Coordinate and promote volunteering opportunities.
- Network and organise events with employers from a wide range of industry sectors to develop students interests of different careers and school leaver opportunities.
- Arrange annual events such as the careers research morning, higher education day and visits to universities.
- Prepare students for leaving UHS by running practical workshops with guest speakers on topics such as financial management and living independently.

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- In partnership with the Careers Leader continually evaluate careers events ensuring they are designed based on the latest LMI, fit for purpose and address the needs of each student.

All the above is supported by Governors and the Senior Leadership Team.

### **Staff Development**

The Heads of Year, Subject Teachers and Form Tutors are introduced to the concepts, aims and programme for careers education during year group meetings and inset days. The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation and is a member of the Careers Development Institute (CDI) and the Institute of Student Employers (ISE).

### **Student entitlement**

Students are entitled to CEIAG which meets professional standards of practice, is person-centred, impartial, and confidential. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotypes, and promote equality and diversity.

### **Careers Provision**

Careers Education, Information, Advice and Guidance aims to equip students with the skills and knowledge they need to access appropriate courses throughout life and to adapt to the ever-changing employment market. All students meet with employers and hear about pathways from university to the workplace and apprenticeships. All students have careers assemblies to understand the careers offering, their careers theme for the year and linking curriculum learning to careers. In Year 11 and Year 12, students complete a two-week work experience placement and one week of work shadowing to gain an understanding of the world of work, different sectors and job roles. As a school we also celebrate National Apprenticeship Week and National Careers Week where employers visit the school and speak to the different year groups about their organisation, sector, and opportunities for school leavers.

### **Careers Impartial Advice and Guidance**

Independent and impartial careers information, advice and guidance can be accessed by any student on request.

- All students receive a face-to-face interview at key decision making points during their education (in Years 11 and 13) to inform progression and are made aware of all available learning pathways open to them. During the interviews, students are helped to develop a careers action plan.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one-to-one careers interviews.

### **Parental / Carer Involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

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## **Careers Programme**

### **Year 7 – Theme is Can I be?**

Students use an interactive careers programme -START. Using this programme, they identify their interests and match them to a range of jobs and understand the Locker feature where they can store information and create resources that they can return to at another time.

They also have two careers workshop relating to the concept - Can I be? Looking at the World of Work and Why School Matters and understanding the world of work in relation to different job sectors, job families and the skills needed in particular the importance of numerical and digital literacy and English in any future career. During these workshops, students will hear from a range of employers.

### **Year 8 – Theme is Aspire**

Students continue to use the START programme, exploring their interests and work preferences. Their likes and dislikes are linked finally to a list of careers individually set to them. The students also explore the link between subject choice and careers to enable them to understand the educational qualification pathway necessary for their chosen career. In addition, the students participate in two careers workshops with speakers from the STEM and Creative Arts sectors. Both activities are important to help prepare students for choosing their GCSE options in Year 9.

### **Year 9 – Theme is Research**

Students continue to use the START programme to explore employability skills that are applicable in the workplace and are gained from the curriculum subjects studied alongside any other extra curriculum activities. In the Spring term, students participate in either a Speed Networking event where they interview up to 6 employers or a careers panel with organisations from a range of sectors where they take part in a Q&A activity. The students are well prepared in asking the pertinent questions and evaluate their learnings after the event and consider what employability skills they could start to develop during their time in school.

### **Year 10 Theme is Explore**

Students continue to use the START programme and learn to use it to revisit their interests, work preferences and skills and explore their qualities when researching jobs and pathways. They are also introduced to Unifrog in the summer term on their Taster Day in preparation for Year 12. All students have an individual interview with a member of SLT. Their academic progress is discussed, and an outline of their future pathway agreed.

They have a STEM Ambassador event for 120 of the year group and the remaining 90 participate in the Jack Petchey Speak Out Challenge to develop their employability skills.

### **Year 11 – Theme is Expand**

Students continue to use Unifrog to explore post 16-18 destination pathways. Year 11 students are seen for an individual interview with the school's careers advisor in a career area of their choice and to discuss the pathways to achieve this via Sixth Form, College or Apprenticeship route. Advice is impartial and differentiated to meet the needs of each student. An action plan is agreed between pupil and advisor at the end of each interview. All students also participate in a My Future Conference hearing from industry experts including STEM and Apprenticeship employers and revisit LMI data and employability skills. In readiness for the summer term, pupils revisit and update their CV's prior to completing work experience. Students who are successful at their workplace are awarded an Employability Certificate.

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## **Years 12 and 13**

Throughout the year a range of activities are available to encourage students to challenge their thinking on the various career/higher education options open to them. Information is available on a wide range of careers in the Learning Resource Centre; university/college prospectuses and applications, apprenticeships, gap year activities, volunteering opportunities, student finance, sponsorship, work experience/shadowing and conferences. Special events and external guest speakers are arranged during the school year to help the students make informed decisions. Individual career interviews with an experienced and impartial careers advisor are offered to every student to discuss their interests and aspirations and to formulate a realistic and achievable career plan post-Year 13. For those wishing to apply to Oxford or Cambridge, we give extensive advice and support during the application and interview process by our Oxbridge Co-ordinator. For students applying to Medicine and Dentistry, we work in partnership with Medic Mind and a Medical Professional to support students through all stages of the application, assessment and offer process. With all students we use Unifrog more in-depth in Year 12 and Year 13 to explore Post-18 destinations in addition to a range of careers websites, examples of which can be found on the sixth form careers pages of our website.

### **Year 12 – Theme is Research**

- Exploring career options available
- Life after Sixth Form - 'What next?'
- Higher Education Day
- Visits to University Open Days
- Volunteering opportunities
- Career drop-in sessions
- External presentations and Guest Speakers
- UCAS Higher Education Fair
- Work shadowing placements
- Preparation for UCAS apply
- Guidance on writing UCAS personal statements
- Use of Careers Software and Unifrog" software to identify skills and abilities to signpost courses.
- Launch of Oxbridge and Medics programme

### **Year 13 – Theme is Start your Journey**

- Individual career interviews
- Ongoing guidance on UCAS application process and drafting personal statements
- Visits to University Open Days
- Completing UCAS applications
- Oxbridge applicant support
- Medics applicant support
- Interview techniques
- External presentations and Guest Speakers
- Student Finance
- Gap year opportunities
- Choosing firm and insurance university offers
- Guidance and support on Results Day

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## **Equal Opportunities**

Ursuline High School recognises its statutory duties to promote community cohesion and equality in relation to gender (sex and reassignment), age, disability, race, religion or belief and sexual orientation. This is reflected in our Mission Statement to foster respect for all regardless of age, race, colour, creed, gender, ability. The policy is compliant with the Equalities Act of 2010 and UHS Equality, Diversity and Cohesion policy.

The school is keen to challenge stereotypes, address limiting beliefs and promote equal opportunities. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENDCo to support Education, Health and Care planning.

## **Monitoring, Evaluations and Destinations Data**

The effectiveness of our career's guidance will be reflected in the higher numbers of students progressing to positive destinations such as university, apprenticeships, employment, sixth form colleges or further education colleges. Destination data (DfE) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision. We also liaise with the Education Inclusion team at the Local Authority and review the results of the secondary inspection data summary report (IDSR) annually. Student voice together with input from staff, parents and employers is also very important. All careers activities end with gathering student opinions through on-line evaluations. Feedback from these evaluations is used to inform future careers planning, to regularly feedback to Governors and allows impact to be measured at key points in the academic year.

## **Accessing information about the Careers Programme**

Pupils, parents, teachers and employers may access the Careers Programme through the school website, prospectus and information evenings or they are welcome to contact the Careers Lead directly.

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## **Review Date**

**1<sup>st</sup> December 2023**

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## Appendix 1

### Gatsby Benchmarks

#### Description

1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

[DOWNLOAD GUIDE \(PDF\)](#)

2. Learning from labour market information

Every pupil, 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.

[DOWNLOAD GUIDE \(PDF\)](#)

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages.

Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

[DOWNLOAD GUIDE \(PDF\)](#)

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for

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a wide range of future career paths.

[DOWNLOAD GUIDE \(PDF\)](#)

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 activities including visiting speakers, mentoring and enterprise schemes.

[DOWNLOAD GUIDE \(PDF\)](#)

6. Experiences of workplaces

Every pupil 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.

[DOWNLOAD GUIDE \(PDF\)](#)

7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are valuable to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

[DOWNLOAD GUIDE \(PDF\)](#)

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

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[DOWNLOAD GUIDE \(PDF\)](#)

**Gatsby's Good Careers Guidance website**

**Government Careers Strategy - [Careers Guidance and access for education and training providers -October 2018](#)**

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

**School Inspection Data Summary Report (ISDR) - [School inspection data summary report \(IDSR\) guide - GOV.UK \(www.gov.uk\)](#)**

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