



URSULINE HIGH SCHOOL
Wimbledon

DRAFT

**Careers Information,
Advice and Guidance
Policy**

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“Do something, get moving. Be confident, risk new things, stick with it and then be ready for big surprises!” **St Angela**

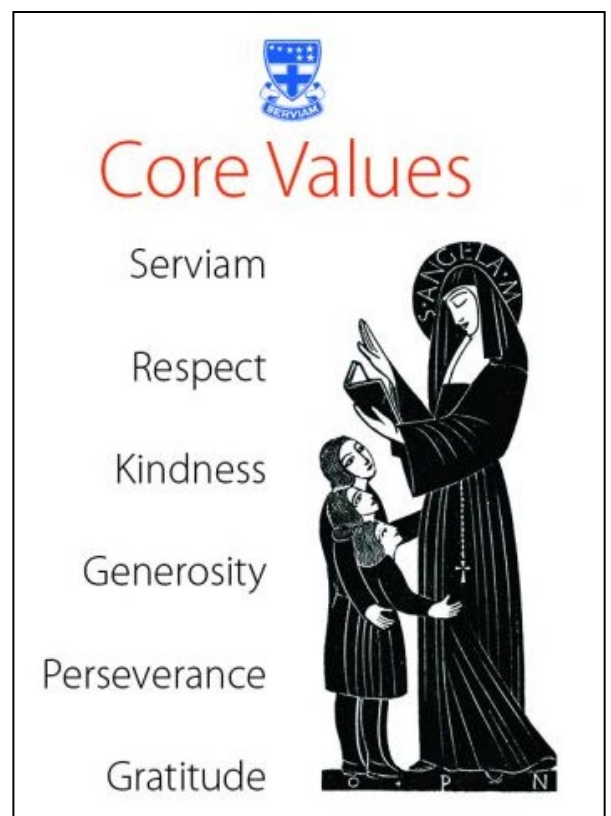
Our Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice.

As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

Aims

- ✚ Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum.
- ✚ Develop personal qualities of understanding of self and others, self-discipline and motivation, responsibility, maturity, creative freedom and integrity.
- ✚ Foster an attitude of respect for all regardless of age, race, colour, creed or gender.
- ✚ Build peace, promote justice, social concern and, through the celebration of difference, the equality of all people.
- ✚ Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life.



By the time they leave the Ursuline, our students live out the values of St Angela by:

Being willing in the spirit of Serviam to develop their gifts and talents for the good of others and those most in need.



Being able to recognise the uniqueness of individuals by showing respect and love for all while building a community based on the common good.



Being kind, compassionate, strong and confident women of faith with high aspirations for themselves and others.



Being able to adapt to the sign of the times whilst understanding what really matters in life.



Being able to understand their role in the stewardship of the environment.

At the heart of everything in this policy is student voice.

Students tell us what works, what doesn't, what's important to them and what they need to grow into confident, successful women and we listen.

This policy is informed by that voice.

This policy links closely with the Curriculum Policy, which details how subject curricula may be sequenced, implemented and evaluated. References to the Curriculum Policy may be found through the Teaching and Learning Policy.

Policy for Careers Education, Information, Advice and Guidance (CEIAG) September 23 Rationale

Careers Education and Guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives. Schools have a statutory duty to provide careers education in Years 7-13.

This Policy has links with:

- Equality, Diversity and Cohesion policy
- Curriculum Policy
- PSHEC policy
- Provider Access 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. of 8 guidelines about what makes the best careers provision in schools and colleges. They form part of the Government's Careers Strategy launched in Dec 2017. The benchmarks are based on best practice from across the world and are challenging but achievable. (<http://www.goodcareerguidance.org.uk/>)

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Careers Education, Information, Advice and Guidance policy has the following aims:

- to contribute to strategies for raising achievement, especially by increasing motivation
- to support inclusion, challenge stereotyping and promote equality of opportunity
- 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 meet the needs of all our students through appropriate differentiation
- 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

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 (Student Services)
- Contribute to CEG related events such as Options Evening
- Incorporate CEG in to 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 as required.

SENCO 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 (Student Services)

Extended Leadership 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 (Student Services)

Assistant Head Teachers Key Stage 3,4 and 5 should:

- Organise CEG related events such as Options Evening, Sixth Form Exhibition etc.
- Identify students who need additional support on their career pathways and refer to Assistant Head Teacher (Student Services)

Assistant Head Teacher Student Services should:

- Have an overview of CEIAG throughout the key stages and line manage the CEG coordinator
- Ensure that CEIAG is included in the school's development plan in line with national and local objectives.

The Careers Lead should:

- Lead, co-ordinate and managing the provision of careers across all year groups
- Network, maintain and develop employer links and relationships
- Report to and advise senior leadership on policy, strategy and resources for Careers

The CEIAG coordinator should:

- Liaise with Sutton Business Enterprise on placements & H/Safety issues.
- Coordinate the contribution of partner agencies.
- Organise and evaluate CEIAG events such as the Careers Networking day.
- Provide impartial CEIAG to all students in Year 11 and all other students referred via the Assistant Head Teacher (Student Services)

The UCAS adviser should:

- Provide on-going guidance on writing personal statements
- Support students on use of appropriate software and University websites
- Provide individual careers interviews to Year 12 and 13 students.
- Manage the work shadowing placement scheme – conduct a briefing, publicise work shadowing opportunities and provide covering letter and CV advice and guidance. Students to research and organise their own work shadowing placements.
- Supporting students on developing their interview techniques, conducting mock interviews where appropriate
- Coordinate and promote volunteering opportunities
- Give advice on student finances
- Support the Head of Key Stage 5 in organising one off events such as Higher Education day and guest speakers.
- Support Oxbridge applicants.

The Baker Clause

It was introduced as an amendment to the Technical and Further Education Act in 2017. The Baker Clause stipulates that schools must allow colleges and training providers access to every student in year 8 – 13 to discuss non-academic routes that are available to them such as BITEC, T-level course and apprenticeships.

As our commitment to meet the Baker Clause but more importantly inform all our students about options available to them we organise Assemblies and workshops with local colleges and apprenticeships providers enabling students to receive the full information about such options and be able to ask questions. The goal here is to give an opportunity to all students to make informed choices about their future.

Student entitlement

The Ursuline High School careers programme provides information on the full range of education and training options available at each transition point. All students in Years 7-13 are entitled:

- Two encounters for pupils during the ‘first key phase’ (Year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the ‘second key phase’ (Year 10 or 11) that are mandatory for all pupils to attend.
- Two encounters for pupils during the ‘third key phase’ (Year 12 or 13) that are mandatory for the school to put on, but optional for pupils to attend.
- **Premises and facilities**

- The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity and as the calendar allows. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Lead or a member of the Careers team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Library, in the LRC which is available to all students at lunch and break times and also with the Careers Advisor. All visitors/external speakers will be listed in the calendar and weekly briefing.

Existing Opportunities for access include:

- The school currently schedules a number of events, integrated into the school careers programme. We are happy to offer providers an opportunity to come into school to speak to students and/or their parents/carers at other mutually agreed times, which is in line with our whole school visitor policy.
- Please speak to our Careers Lead Mr Vvedenskiy (Evgeny.vvedenskiy@ursulinehigh.merton.sch.uk) to identify, if necessary, other suitable opportunities for you as we also offer employer day visits linked to subject interests.
- Speakers are also always warmly welcomed at appropriate assemblies and for bespoke talks in line with our visitor policy.

Careers meetings for students

In accordance with current guidance all our students from Year 7 to Year 13 have access to impartial Careers advisor. Students in Year 11 have scheduled appointments in the first half of the year, Year 13 students attend their appointments in throughout the year. Students in other year groups can access this service upon request.

Careers programme 2023-24

Each Year group has its set of careers related events according to the learning outcomes which we target to achieve based on the Good Careers Guidance and current legislation. Below we list activities which are planned for 2023/24 academic year by year group.

Year 7

- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.
- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Enterprise Day: The National Careers Challenge – throughout this day students participate in activities which allow students to build such soft skills as teamwork, time management, creative thinking, presentational skills. The winning team will participate in the National Finals.

Year 8

- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.

- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Apprenticeship Assembly – gives an opportunity to students to learn about such option as apprenticeship available to them in the future.
- College Assembly - allows students to learn about further education.

Year 9

- Employer Taster Day – during this day students attend a number of workshops where they learn more about professions, they are curious about.
- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.
- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Apprenticeship Assembly – gives an opportunity to students to learn about such option as apprenticeship available to them in the future.
- College Assembly - allows students to learn about further education.

Year 10

- British Army: Elite skills Day – throughout this day students will participate in activities aiming to develop such skills as teamwork, time management, trust and creative thinking.
- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.
- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Next Steps Week – throughout this week students will attend workshops designed to inform them about all options available to them after Year 11.
- University of Cambridge trip – for selected students, aims to inspire students to apply to the world leading university and inform about what it takes to be able to be successful in their applications.

Year 11

- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.
- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Apprenticeship Assembly – gives an opportunity to students to learn about such option as apprenticeship available to them in the future.
- College Assembly - allows students to learn about further education.
- University of Oxford trip – for selected students, aims to inspire students to apply to the world leading university and inform about what it takes to be able to be successful in their applications.

- University of Bath trip – aims to introduce students to the university life and consider a university as a potential option as their future pathway.
- One – to – one meeting with careers advisor – aim to help students to decide about their future careers.
- Work Experience week – allows students to learn new skills and prepares them for the world of work.

Sixth Form

Year 12

- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.
- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Apprenticeship Assembly – gives an opportunity to students to learn about such option as apprenticeship available to them in the future.
- Be Ready with Bath – series of workshops developed by the University of Bath aiming to prepare Sixth Form students for their time at the university. This programme is open on subscription base and students do not have to apply for University of Bath to be eligible to participate in this programme.
- UCAS Fair trip – aims to give an opportunity to the students to meet representatives from different universities and learn about their courses.
- University of Bath trip – aims to introduce students to the university life and prepare them for the UCAS application process.
- University of Oxford trip – for selected students, aims to inspire students to apply to the world leading university and inform about what it takes to be able to be successful in their applications.
- Work Experience week – allows students to learn new skills and prepares them for the world of work.

Year 13

- LMI tutor time workshops – we aim to teach our students about different reliable sources of Labour Market Information available to them.
- Meet an employer Assembly – throughout the year we invite several guest speakers to share their experience and talk to students about different professions and pathways to those professions.
- Apprenticeship Assembly – gives an opportunity to students to learn about such option as apprenticeship available to them in the future.
- Be Ready with Bath – series of workshops developed by the University of Bath aiming to prepare Sixth Form students for their time at the university. This programme is open on subscription base and students do not have to apply for University of Bath to be eligible to participate in this programme.
- UCAS application support meetings for those students who needs help with writing personal statement and selecting their choices.
- One – to – one meeting with careers advisor – aim to help students to decide about their future careers.

Monitoring, Evaluations and Destinations Data

All careers activities end with gathering student voice through completed evaluations. Feedback from these evaluations are used to inform future careers planning and provision, regularly feedback to Governors and allows impact to be measured at key points in the academic year. Gathering information from careers guidance meetings, PSHEC and collecting destinations data (for Post-18) also enables impact of the careers programme to be measured throughout the academic year. Monitoring student destinations for up to three years after leaving UHS also supports the evaluation of impact.

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 are welcome to contact the Careers Lead directly.

Careers Team

- SLT responsible for Careers – Ben Barton
- Careers Lead – Evgeny Vvedenskiy MA
Evgeny.Vvedenskiy@ursulinehigh.merton.sch.uk
- Work Experience Specialist – Maria Hoban maria.hoban@ursulinehigh.merton.sch.uk
- Careers Advisor – Polly Milne polly.milne@ursulinehigh.merton.sch.uk
- Oxbridge Coordinator Polly Harrison polly.harrison@ursulinehigh.merton.sch.uk

If you have any inquiries about Careers provision, please contact member of Careers Team via e-mail.

Evaluation

In order to evaluate careers provision at Ursuline High School we use the Compass + evaluation tool on a regular base.

