



URSULINE HIGH SCHOOL

Wimbledon

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

December 2019

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Policy for Careers Education, Information, Advice and Guidance (CEIAG) Dec 2019

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.

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 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.

[\(http://www.goodcareerguidance.org.uk/\)](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.

Student entitlement

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

Provision

Careers Education, Information, Advice and Guidance aims to equip students with the skills and knowledge that 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 alternative pathways from University to the workplace and apprenticeships. All students have access to Lunch and Learn sessions to hear from different employers and industries. All students have careers assemblies to understand the careers offering, their careers theme for the year and linking curriculum learning to careers.

Year 7 – Theme is Can I be?

Students use an interactive programme START. Using this programme they identify their interests & 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. The package also lets the student know the education pathway they would need to follow to do the jobs they have been matched to.

They also have an introduction to careers period on the Can I be? Theme looking at job sectors and skills and then additional dedicated 2 periods on The World of Work, hearing from an employer, exploring jobs and how maths, numeracy and IT links to all work, skills and qualities further.

Year 8 – Theme is Aspire

Students continued to use the START programme, exploring their interests and work preferences and learn to research jobs and understand the Locker feature where they can store information and create resources that they can return to at another time. Their likes & dislikes are linked finally to a list of Careers individually set to them. The programme can also be used at home & Parents are encouraged to participate. The students explore the link between careers & subject choices to enable them to be prepared for their Education Programme & future qualifications necessary for their chosen Career. This is necessary information to allow students to direct their choices for GCSE. The pupils have the opportunity of Taster sessions in subjects they are choosing for GCSE.

They have 2 morning sessions of talks & interactive debate with selected employers.

Year 9 – Theme is Research

Students continue to use the START programme and learn to use it to explore their skills also and research jobs and pathways. The students explore employability skills that are applicable in the workplace and are gained from the curriculum subjects studied alongside any other extra

curriculum activities. They continue to use the Locker feature where they can store information and create resources that they can return to at another time

They have a Speed Career Networking programme for a morning, all students experience an interview with up to 7 employers. 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 and how to do this.

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 continue to use the Locker feature where they can store information and create resources that they can return to at another time. The students begin preparation for year 12. They are introduced to Unifrog in the summer term on their Taster Day. All students have an individual interview with a member of SLT. Their academic progress is discussed & an outline of their future pathway.

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 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 continue to use the Locker feature where they can store information and create resources that they can return to at another time. Year 11 students are seen for an individual interview in a Career area of their choice and the Pathways to achieve this in Sixth Form. College or Apprenticeship. All pupils are advised to review their CV. All the pupils are engaged in Work Experience for 2 weeks. This is a reinforcement of the practise of Employability Skills –all students who are successful at their work place are awarded an Employability Certificate. All students participate in the My Future...Conference hearing advice from industry experts including STEM and Apprenticeship messages and work on their CV, revisiting employability skills.

Years 12 and 13

Throughout the year a range of activities are available to encourage students to challenge their thinking on the range of 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, gap year activities, student finance, sponsorship, work experience/shadowing, conferences, work and study abroad is all widely accessible. Special events and external guest speakers are arranged during the school year to help the students make informed decisions. Individual career interviews are offered to everyone to discuss options, individual's strengths, development and ambitions. For those wishing to apply to Oxford or Cambridge, we give extensive advice and support during the application and interview process. We also organise a series of visiting speakers from various professions and give advice to those deferring university entries or choosing not to go on to higher education. We have a very well stocked Careers Library as well as careers' software accessible to all students on the school's networked computers, which also have access to the Internet. They continue to use Unifrog more extensively and with more depth. These include exploratory career tools, individual career interviews, group work, external presentations, a Higher Education Day and help with bridging the gap between school, higher education, apprenticeships and employment.

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

Year 13 – Theme is Start your journey

- Individual career interviews
- Ongoing guidance on UCAS apply and writing personal statements
- Visits to University Open Days
- Completing UCAS applications
- Oxbridge 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

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 Lead – Lorraine Petheram,
 Ursuline High School, Crescent Road, Wimbledon, SW20 8HA
lorraine.petheram@uhs.wim.com 0203 908 3131

Review Date

1st December 2020

Benchmark	Description
1. A stable careers programme	<p>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.</p> <p>DOWNLOAD GUIDE (PDF)</p>
2. Learning from labour market information	<p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities.</p> <p>They will need the support of an informed adviser to make best use of available information.</p> <p>DOWNLOAD GUIDE (PDF)</p>
3. Addressing the needs of each pupil	<p>Pupils have different career guidance needs at different stages.</p> <p>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.</p> <p>DOWNLOAD GUIDE (PDF)</p>
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p> <p>DOWNLOAD GUIDE (PDF)</p>
5. Encounters with employers	<p>Every pupil should have multiple opportunities to learn from employers</p>

and employees

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.

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

[Gatsby's Good Careers Guidance website](#)