

## CITY OF LONDON SCHOOL FOR GIRLS

### CAREERS EDUCATION, INFORMATION AND GUIDANCE (CEIAG) POLICY

This policy was approved by the Governors in June 2011, updated July 2014. To be reviewed by June 2017.

#### **1. INTRODUCTION**

- 1. The Rationale for CEIAG:** All CLSG pupils are offered a planned programme of activities to help them make decisions and plan their careers, both in School and after they leave. The 1997 Education Act places a duty on schools to give pupils in Years 8-11 access to careers education and guidance and the 2014 Education Act states that this must be delivered in an impartial manner, giving information on the full range of options at post 16, in a manner which promotes the best interests of the pupils to whom it is given.

At CLSG the Careers Department prioritises offering young people the knowledge and skills they need to make successful choices, manage transitions in learning and move into work, in an impartial fashion. We support them with identification of their strengths and weaknesses balanced alongside their interests and needs. This careers guidance then enables the girls to use the knowledge and skills they develop to make decisions about the learning and work that are right for them.

- 1.2.1 Commitment:** The School is committed to providing a planned programme of impartial, accurate and up to date careers education information and guidance for all pupils in Years 8-13 with additional external support employed via appropriate providers such as Prospects, the COA (Cambridge Occupational Assessments), school business connections, parents and CLOGA (Old Girls Network). In addition, the Head of Careers is looking into options to study for the OCR Careers Guidance Level 6 qualification in order to be CDI (Careers Development Institute) registered.

- 1.2.2** The School runs a programme of Careers Guidance which is interspersed throughout the curriculum, in addition to the programme specifically offered by the Careers Department, following guidance from Ofsted, HMC and the GSA.

- 1.2.3** The School was awarded the Careers Excellence Award in 2001. This was subsumed into Investors in Careers. Investors in Careers was re-awarded in 2004 and was re-awarded in February 2011, for a period of three years. We will be applying to be reassessed at the start of 2014-15.

- 1.3 Development:** This policy has been developed and is reviewed through discussion with the Headmistress and the Senior Management Team and

the submission of the annual Departmental Plan. It has evolved through response to the re-award of Investors in Careers, discussion with the teaching staff, parents and pupils as well as regular feedback obtained through online surveys. A Careers Committee composed of pupils in KS4/5 provides regular input into the Careers Programme as well as working closely with our expanding networking base.

**1.4 Links with other Policies:** This Policy is underpinned by the School's mission statement aiming to "develop informed, cultured, civilised and skilled young women, preparing them for Higher Education, careers, leadership and the wider world" and there are links with the school policies for teaching and learning, assessment, recording and reporting achievement, PSHCE, citizenship, work related learning and enterprise education, health and safety, gifted and talented and special educational needs.

## **2. OBJECTIVES**

**2.1 Pupil Needs:** The Careers Programme is designed to meet the needs of the girls at this School. It is differentiated and personalised to ensure progression through activities that are appropriate to the each girl's stage of career learning, planning and development.

**2.2 Entitlement:** Pupils are entitled to CEIAG that meets professional standards of practice and is person-centred and impartial. It is integrated into their experience of the whole curriculum based on a partnership approach with pupils and their parents or carers. The programme aims to discourage stereotyping and to promote equality of opportunity and inclusion.

The Careers Department relies heavily on the use of technology as the most effective means of reaching students, prioritising use of the technological devices and tools which the targeted audience are adept at using. We feel this aids delivery of the information to which pupils are entitled.

## **3. IMPLEMENTATION**

**3.1 Management:** The designated Head of Careers works with the Assistant Head of Careers and an External Careers Advisor from Prospects. The Head of Careers is responsible for coordinating the careers programme and works closely with the Senior Management Team. The Head of Careers is responsible for the management of the programme of student guidance and work experience.

**3.2 Staffing:** All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered within the framework of PSHCE. CEIAG is planned, monitored and evaluated by the Head of Careers and the relevant Head of Section who monitors PSCE delivery. Careers information is emailed out to

targeted year groups and hard copies of documents can be found in the School Library. There are a number of reference books also available and these are maintained by the School Librarian.

**3.3 Curriculum:** The careers programme is principally in existence to ensure girls have the information and education they require in order to make the decisions required regarding their futures. The Head of Careers is on hand at all times to speak to girls and parents on a one-to-one basis, and also organises the events mentioned below, in order to deliver Careers Education. The Head of Careers, Deputy and External Careers Provider support the Heads of Sections at KS 3, 4 and 5 by offering students impartial advice, particularly when students are making crucial decisions about their subject choices and university options.

The Careers programme delivered via PSCHE includes 'Life After City' careers education talks, group and individual career guidance activities, information, research activities and work related learning. This includes supporting girls to organise two weeks of work experience in Year 11 as well as undertaking individual learning/planning and portfolio activities in preparation for this.

Other events include an annual Higher Education Evening (Year 12), an annual UCAS day (Year 12), interview workshops (Year 13), a biennial Careers Convention (Year 8-13) to which our consortium schools are also invited. In addition, there are annual programmes of Take Our Daughters to Work (Year 8), City Girls in Science (Year 8), City Girls in the Arts (Year 9) and City Girls in the City (Year 10). Pupils are actively involved in the planning, delivery and evaluation of additional career based events which are developed by the Careers Committee. The feedback from all the Career Department events is used to improve future activities year on year.

**3.4 Assessment:** Career learning outcomes are based on the ACEG Framework (Association for Careers Education and Guidance). They are delivered to each year group via days off timetable, via specific projects and lessons in PSCHE, through trips, and Life After City talks and other events which are organised by the Careers Department, the Careers Committee and Subject Departments across the school.

**3.5 Partnership:** An annual Partnership Agreement is negotiated between the School and our external providers Prospects and COA in order to identify the contribution to the programme that each will make. External stakeholders such as "The Friends" (parents), "CLOGA" (former pupils) and internal partnerships with Heads of Section, subject specialists and form tutors, the School Librarian and administrative staff are on-going. The Careers Committee plays an important role in representing the voice of the pupils regarding the content and delivery of the School's programme.

**3.6 Resources:** Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs of CEIAG. The Head of Careers is responsible for the effective deployment of resources.

**3.7 Monitoring, Review and Evaluation:** Monitoring, review and evaluation occur constantly within the department. Pupil and parent feedback is obtained formally online, using Survey Monkey and informally via interviewing, following key activities. The external providers that the school uses are monitored on a yearly basis in order to ensure the service provided is highly relevant and offers good value for money before contracts are renewed.