

# Careers Education and Guidance Policy

Policy for both the Junior School and Senior School

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Where available	Staff Handbook, Parent Handbook

## Careers Education and Guidance (CEG) Policy

1. All schools have a statutory duty to provide careers education in Years 7-11 (Education Act 2011) and to give students access to careers information and guidance from both internal and external sources.

### Aims and objectives

2. This policy provides us with a framework for meeting statutory requirements and achieving our school aims of –
  - nurturing a community of learners – adults and children – who are ambitious about achieving their potential in and out of the classroom;
  - providing relevant opportunities for pupils to expand their horizons intellectually and socially; athletically and creatively; emotionally and spiritually;
  - establishing an environment at Freeman's where everyone involved in the community is respected, trusted and supported;
  - encouraging responsibility and capability; honesty and reliability; pride and passion;
  - promoting determination and innovation; flexibility and adaptability; kindness and consideration;
  - fostering in our pupils the confidence, curiosity, independence and wisdom to succeed in the next stages of their lives.
3. In line with ISI regulatory requirements, we provide pupils with impartial, individual advice on GCSE and post-16 courses, to enable pupils to make informed decisions about a broad range of career options, as well as encouraging them to fulfil their potential. This policy is also mindful of the statutory guidance for maintained schools *Careers Guidance and Access for Education and Training Providers* (January 2018).
4. Through our career education programme we will work to prevent all types of stereotyping.
5. We note that in the statutory guidance 2018, the Gatsby Charitable Foundation Benchmarks are promoted as a standard of excellence. We use these Benchmarks

to plan a high-quality careers programme which will meet the needs of all our pupils. The Benchmarks are as follows:

1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each student
  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
6. The ambition of the School's CEG policy is to help pupils to work through and develop strategies that will assist them both whilst they are at school and in the future. The strategies will be built around the following themes –
- a. **Self awareness:** helping pupils to become aware of their skills/abilities, knowledge, strengths, weaknesses, interests, personality, values and what they want out of life
  - b. **Opportunity awareness:** helping pupils to become aware of the possibilities that may be open to them, including career, educational and gap opportunities, whatever their gender or background
  - c. **Decision making:** helping pupils to make choices between the opportunities open to them, with impartial and individual guidance available at key points.
  - d. **Transition making:** helping pupils to move from one life-stage or opportunity to another by making informed choices.

## The implementation of the policy

7. The overall responsibility for the management of CEG lies with the Head of Careers in the Sixth Form, the Upper School Careers Coordinator and the Assistant Head of the Junior School who are responsible to the Heads of Section.
8. Many staff contribute to CEG in their roles as Form Tutors, Heads of Department and Subject Teachers. It is the job of the Head of Careers in the Sixth Form and the Upper School Careers Coordinator and the Assistant Head of the Junior School to lead and support the delivery of CEG through these channels. They ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual and is underpinned by equality of opportunity. The School provides a planned programme for all students in Years 3-13. (See Appendix).

9. The careers programme is partly delivered through PSHE sessions and is planned, monitored and reviewed by the Head of Sixth Form and the Upper and Junior School Careers Coordinators and Heads of Section.
10. The programme also includes off-timetable time (for example the careers taster day in Years 9 and 10, and Morrisby tests with individual follow up interviews for Year 11). Work experience is encouraged in Year 12. In Year 12 and 13 students are encouraged to make visits to universities on Open Days and to attend interview training. There is an annual Careers, Education and Gap Convention usually on the second Thursday in the November of the Autumn Term. Finally, there is a Careers lunchtime speaker programme with talks at least once per half term, which is open to Years 8 to 13.
11. Students are encouraged to evaluate their experiences and parents are encouraged to comment on careers provision.
12. Careers information is available in the Careers Room in the Haywood Centre, and in the Senior Library.
13. Funding for Careers provision is allocated to the budgets held by the Heads of Sixth Form and Upper School, who are responsible to the Deputy Head - Academic for this budget.
14. New services deemed necessary for use in the Careers programme will go through a commissioning process overseen by the relevant Careers Coordinator and Head of Section.

## **Evaluation of the policy**

15. This policy is reviewed annually by the Deputy Head and the Heads of Sixth Form and Upper School Careers and the Assistant Head of the Junior School.

## **Relationship to other school policies**

16. This policy is underpinned by our policies on curriculum, assessment, recording and reporting, equal opportunities, health and safety and learning support.

## **Appendix**

The ways in which the above themes are currently delivered in the school include:

### **Self-Awareness**

- Form One (Year 3) – LOWER 4 (Year 8): Various inputs that enhance self-awareness (including the 'Being Me in My World' unit taught in Form One and Lower Two, and using The Real Game in LOWER 4
- UPPER 4 The PSHE work done with the software program Morrisby enhances aspects of pupils' self-awareness, particularly their interests, strengths and weaknesses. Work on understanding your digital footprint.
- LOWER 5 (Year 10): The PSHE work done with the software program Morrisby enhances aspects of pupils' self-awareness, particularly their learning styles. SWOT analysis and SMART targets. Work on creating a positive digital footprint.
- UPPER 5 (Year 11): The Morrisby psychometric tests enhance pupils' awareness of their interests, strengths and weaknesses. Work is done on personal branding and the importance of your digital footprint for future employment.
- LOWER 6 (Year 12): Work Experience can enhance self-awareness
- LOWER 6 (Year 12): Aspects of self-awareness are covered during Lower 6 PSHE sessions
- LOWER 6 (Year 12): Students use the Unifrog platform to become aware of degree courses which would suit their study preferences, building on the work done earlier in the school to promote awareness of interests and strengths.
- UPPER 6 (Year 13): Students are encouraged to reflect, with their form tutor, on which higher education offers to follow in accordance with their interests. Tutors are reminded that advice given should not be biased or display favouritism to one route, or to one university.
- Leavers: Assistance is given to leavers within reason and at the discretion of the Deputy Head or other staff as appropriate.

## Opportunity-Awareness

- Form One and LOWER 2 (Years 3 and 4): Opportunity-awareness in the 'Dreams and Goals' unit taught.
- LOWER 3 (Year 6): Opportunity-awareness in the "Jobs and Careers" PSHE unit that LOWER 3 are given by Junior School staff
- LOWER 4 (Year 8): Use of The Real Game
- UPPER 4 (Year 9)-UPPER 6 (Year 13): The school's annual Careers, Education and Gap Convention provides information on a range of opportunities and is open to all. Key speakers include Oxford or Cambridge, and EY who talk about their apprenticeship schemes. Delegates include a wide range of universities in the UK and abroad, gap year providers, employers, and colleges.
- UPPER 4 (Year 9) – UPPER 6 (Year 13): Speakers in school for our half termly lunchtime careers talks and occasional careers assemblies enhance pupils' opportunity-awareness with up-to-date information. Pupils are encouraged to reflect on what they have learnt during these sessions. Continued research on the Morrisby website.
- LOWER 5 – completing two careers case studies. One based on a parent or neighbour. Possible "Go to work with a parent" day.

- UPPER 5 (Year 11): The Morrisby tests and interviews enhance pupil awareness of a range of careers. Alternative routes post-16 are also regularly advertised by the Upper School Careers Coordinator.
- LOWER 6 (Year 12): Work Experience can enhance awareness of career opportunities
- LOWER 6 (Year 12): Higher education opportunities in the UK and abroad, as well as apprenticeship programmes, can be researched via our subscription to Unifrog.

## Decision-Making

- LOWER 4 (Year 8): Use of The Real Game
- UPPER 4 (Year 9): Decision-making skills forms part of PSHE, and pupils receive a session from the Upper School careers coordinator, Head of Upper School and Deputy Head Academic on deciding between GCSE options
- LOWER 5 (Year 10): Pupils will attend two study skills sessions run by outside speakers.
- UPPER 5 (Year 11): Pupils will attend a study skills session run by an outside speaker.
- UPPER 5 (Year 11): Pupils are invited to discuss A Level option choices with their form tutors, the Upper School careers Coordinator and Sixth Form staff, and the opportunity for an interview with a Morrisby careers counsellor is made available. Staff are reminded that advice must be impartial and unbiased, and must allow students to leave doors of opportunity open
- LOWER 6 (Year 12): Students and parents attend evening seminars to support post-18 decisions. There is active support from tutors, Head of Sixth Form Careers and Head of Sixth Form to aid course and university choice and final decision making. Work shadowing and experience can also aid decision-making.
- UPPER 6 (Year 13): Active support from tutors, Head of Sixth Form Careers and Head of Sixth Form to aid course and university choice and final decision making, remaining mindful of the need to be unbiased.

## Transition-Making

- LOWER 4 (Year 8): Use of The Real Game.
- UPPER 4 (Year 9): Pupils take part in a session with the Upper School Careers Coordinator on deciding between GCSE options and on how to access the services of the Careers Department to facilitate their smooth transition from UPPER 4 to LOWER 5
- LOWER 5 (Year 10): Attention is given to options beyond GCSEs and CV-creation as part of the "careers" PSHE that is conducted with LOWER 5 pupils
- UPPER 5 (Year 11): The Sixth Form Options evening provides awareness of the variety of GCSE options available at the School whilst the CEG Convention sees delegates from a variety of alternative post-16 educational providers.
- All UPPER 5 (Year 11) students are asked for a provisional choice of A-level options and are then interviewed by their tutors or a member of the Sixth Form team to ensure informed choices match with stated ambitions and suggestions from the Morrisby interview and/or by the Morrisby programme

- LOWER 6 (Year 12): Input by the Head of Sixth Form Careers to the PSHE Programme covers topics such as reviewing career options post-GCSE, moving on to university, and employability .
- LOWER 6 (Year 12) pupils receive guidance on making higher education applications. This includes on writing UCAS Personal Statements and on using the UCAS Apply system, and assistance is given to those aspiring to highly competitive destinations such as Oxbridge and Medicine.
- UPPER 6 (Year 13): Mock interviews, advice on Personal Statements, and assistance with using the UCAS Apply system. Targeted assistance is available at A Level results time in August to aid those who have not met their offers, or those who have exceeded them, so that they might meet their full potential
- Leavers: Assistance is given to leavers within reason and at the discretion of the Head of Sixth Form Careers or other staff as appropriate.