



CITY OF LONDON SCHOOL FOR GIRLS
CAREERS EDUCATION, INFORMATION AND
GUIDANCE (CEIAG) POLICY

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1. Introduction

1.1 All CLSG pupils are offered an effective programme of activities to help them make decisions and plan their careers going forward. The focus of this work is ‘the need of the individual’ and advice and guidance are tailored accordingly. The work of the Careers Department encompasses delivering Careers Education, Information and Guidance, including programmes covering Work Related Learning, UCAS and Higher Education. When the term ‘CEIAG’ is used in this policy it is referring to all these various strands.

The 1997 Education Act places a duty on schools to give pupils in Years 8-11 access to careers education and guidance. The 2014 Education Act states that guidance must be delivered in an impartial manner, with information on the full range of options at post 16. In April 2017 this was updated to state that every child should leave school prepared for ‘life in modern Britain, ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life’.

In January 2018, the Department for Education (DfE) added that schools needed to have a strategic approach to the development of their careers provision and should be using the Gatsby Benchmark as a basis for their offer. This framework and its eight benchmarks were first established by Sir John Holman in the Good Careers Guidance report (2014) and are based on extensive, robust national and international evidence. ...The DfE’s guidance outlines that whilst the benchmarks are “not a statutory framework... by adopting them schools can be confident that they are fulfilling their legal duties”. (The Careers Strategy – A guide for secondary school governors, www.careersandenterprise.co.uk)

In July 2021, the Statutory guidance ‘Careers guidance and access for education and training providers’ was published and this highlights the Baker Clause in which all Year 8 to 13 pupils must be made aware of all the pathways open to them, whilst at school to address the shortage of technical skills nationally.

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At CLSG the Careers Department focuses on the Gatsby Benchmarks, providing the knowledge and skills that ~~girls~~studentpupils will need to make successful choices, manage transitions in learning and move into the world of work. The department supports studentpupils with identification of their strengths, interests, and areas for development and looking at these in the context of all opportunities available to them. This guidance then enables girlspupils to make decisions about their future to achieve their own goals and aspirations.

This results from activities in which pupils can learn through work, about work and for work. It covers CEIAG and the school’s policy is consistent with the ‘Careers Guidance and Access for Education and Training Providers’ published in October 2018 and updated in July 2021. with the Gatsby Charitable Foundation’s Benchmarks being key to careers—provision.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

- 1.2 The School is committed to providing an effective planned programme of impartial, accurate and up to date CEIAG for all pupils in Years 7-13 with additional external support delivered via appropriate providers. All young people need help with learning to become and remain active citizens in a rapidly changing modern society, if they are to be able to find continued employment in the world of work in the 21st century. The School offers pupils a rich provision of classroom and extra-curricular activities which develop a range of character attributes, which underpin success in education and employment. There are structured, relevant and engaging careers activities which develop understanding for life, both in modern Britain and as a global citizen.

The CEIAG programme is delivered through the PSHCEE and assembly curriculum via talks, training sessions, careers speakers, day trips and one-to-one sessions. The school uses its unique location at the heart of the City of London to develop excellent relationships with local institutions, as well as with local employers including major investment banks and firms of solicitors. Employees from a variety of workplaces regularly deliver talks to the [studentpupils](#). The school benefits from the diversity of opportunities available on our doorstep and much of the work of the careers department utilises these contacts to provide educational and 'hands on' CEIAG experiences for [studentpupils](#).

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, 2011, ~~and 2015~~, [2018 and in January 2021 and in 2019](#) we obtained the [full](#) 'Quality in Careers Standard' which is the newest version of the award. We will be reassessed for the updated version of the Quality in Careers Standard in January 2024~~1~~.

- 1.3 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 the Quality in Careers Award, discussion with the parents, pupils and teaching staff, as well as regular feedback obtained through online surveys. A Careers Committee composed of pupils in Year 12 provides regular input into the Careers Programme as well as working closely with our expanding networking base
- 1.4 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 including the Curriculum Policy, PSHCEE, Citizenship, Enterprise Education, Health and Safety and Special Educational Needs.

2. Objectives

- 2.1 The Careers Programme is designed to meet the needs of the ~~girls~~studentpupils at this School. It is differentiated and personalised to ensure progression through activities that are appropriate to each girl's stage of career learning, planning and development.
- 2.2 Pupils are entitled to and receive. CEIAG that meets professional standards of practice and is person-centred, carefully planned and impartial. It is integrated into their experience of the whole curriculum and is based on partnership between the school, the pupils, their parents or carers, former pupils and other external contacts. The programme actively discourages stereotyping and promotes equality of opportunity and inclusion.

The Careers Department relies heavily on the use of technology as this is the most effective means of reaching pupils in the first instance, and aids delivery of the most up to date information to pupils. This is combined with one-to-one meetings, as well as a host of other CEIAG events, workshops, talks and visits.

3. Implementation

- 3.1 The designated Head of Careers manages the Assistant Head of Careers, the US Counsellor, two Higher Education Coordinators and an External Careers Advisor from ~~Prospects and MyFutureChoice Advisors~~. Administrative support is available on a regular basis.
- 3.2 The Head of Careers is responsible for coordinating the CEIAG Programme and works closely with the Careers Team as well as the Senior Management Team, Heads of Year and the Deputy Head Pastoral who co-ordinates the PSHCEE programme. The Head of Careers is responsible to the Headmistress.
- 3.3 The CEIAG programme is 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 always on hand to speak to girls and parents on a one-to-one basis, and also organises the curriculum below.

Careers Curriculum:

- The Real Game (Year 7)
- Young Engineers Day (Year 7) run by the Physics Department
- Take Our Daughters to Work (Year 8)
- City Girls in Science (Year 8)
- City Girls in the Arts (Year 9)
- Queen Mary University of London trip (Year 10)
- City Girls in the City (Year 10)
- ~~Career Profiling with My Future Choice (Year 10)~~

- CV workshop (Year 11)
- Work Experience (Year 11) More detailed information about the school's work experience programme is detailed here at point 3.8.
- SAT bootcamp for US applicants with A List (Year 12)
- Annual Higher Education Evening (Year 12)
- Workshop about applying to US Universities (Year 12)
- Annual UCAS morning including Apprenticeship talk (Year 12)
- Careers Committee (Year 12)
- Careers Committee events (Years 9-13)
- Participation in courses run by external providers e.g. Headstart, The City Centre, Stemettes, InvestIN and other careers related workshops (Year 12).
- Relevant Open Days and taster courses (Year 12).
- Tailored worldwide university guidance (Years 12 and 13)
- Unifrog access (Year [79-13](#))
- Biennial Careers Convention (Years 9-13) to which our partner City schools are invited
- Life After City Talks (Years 9-13)
- Extended work experience placements arranged by The Brokerage, InvestIN and other partners. (Year 12)
- Training for UCAT, BMAT, LNAT, TSA and other university entrance tests via Enrichment as well as via some external providers such as The Medic and Lawyer Portals (Year 12)
- Enterprise Education including participation in Young Enterprise, CBI Conference, Enterprise Management and Target 2.0 (Year 12).
- Participation in opportunities offered by local employers (Years 12 and 13).
- Work experience exchanges organised by the Department of Modern Languages in Conjunction with the Careers Department (Years 12 and 13)
- Mentoring/ educational schemes offered locally e.g. Morgan Stanley, The City Centre, The Design Museum (Year 12)
- Interview workshops (Year 13)
- Funding talk (Year 13)
- Gap years. (Year 14) Pupils can freely access all the Careers Department's package of support in the same way they could in Year 13.

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 Career learning outcomes are based on the CDI Career Framework and the Gatsby Benchmarks and are mapped against both Frameworks. The Curriculum is delivered via days off timetable, specific projects, lessons in PSHCEE, trips, talks and other events organised by the Careers Department, the Careers Committee and Subject Departments across the school.

- 3.5 An annual Partnership Agreement is negotiated between the School and external providers such as Prospects, ~~'MyFutureChoices' (formally COA)~~ and 'A List' in order to identify the contribution to the programme that each will make. We hold partnerships with a wide variety of external stakeholders, from the 'the Friends' (parents) to 'CLOGA' (former pupils) to the Education Department at the City of London. More widely, partnership links with the Family of City Schools are constantly developing and many CLSG CEIAG events are open to [studentpupils](#) from all the City schools.

The work of the Careers Department relies on whole school input, including Heads of Section, subject specialists, Form Tutors, the librarian and administrative staff.

- 3.6 Funding is allocated in the annual budget in the context of whole school priorities and CEIAG requirements. Sources of external funding are actively sought including sponsorship from local employers and from the Education Strategy when events include our partner City Schools. The Head of Careers is responsible for the effective deployment of resources.
- 3.7 Monitoring, reviewing and evaluating takes place after every activity, in some cases through individual reports and feedback and in other cases through collective feedback e.g. through class and or year group online questionnaires and/or discussions with the Careers Committee. 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. Every [studentpupil](#) has access to ~~an~~ [online portal page a Unifrog account](#) where all careers activities can be logged. When [studentpupils](#) leave at the end of Year 13, they can download their activities onto a headed paper PDF file which they can use in future employer encounters. The school evaluates its provision against the CDI framework published in January 2020 <https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf> and cross references provision against the Gatsby Benchmarks. We use Compass and Tracker to evaluate our progress, as well as regular use of stakeholder feedback via [survey monkeyForms](#), conversations, employer references and staff observation of events planned for pupils.

4. UCAS open references

- 4.1 All girls will have the opportunity to see their references through the school. It will not be the school's policy to require ~~girls~~[studentpupils](#) to have to apply for sight of their references through an external body. All references are non-negotiable but will be seen by ~~girls~~[pupils](#) before they are sent in order that ~~girls~~ [studentpupils](#) can ensure nothing has been missed from the reference. A copy of the ~~reference will be posted home~~[full application will be made available to the studentpupil on Unifrog](#), after the UCAS form has been sent.

- 4.2 Staff should be aware that UCAS references are different to school reports and should only reflect the positive side of a pupils' progress as opposed to highlighting areas for improvement. Comments should reflect any positive feedback given to the girls through reports, at Parents' Evenings and on other occasions.
- 4.3 References for International Universities will be subject to the same policies as UCAS references where a copy of these will be sent home once they have been sent off, unless pupils have signed to waive this right. Where transcripts are required, results will be provided in accordance with an individual country's requirements. In the case of American applications, the US Careers Counsellor will oversee the drafting and submission of all required documentation, working closely with each [studentpupil](#) on a ~~one-to-one~~one-to-one basis. [StudentPupils](#) cannot work to prepare their applications with external advisors and our US Counsellor, but school will provide references for every [studentpupil](#).

5. Work Experience

- 5.1 Short periods of work experience for pupils in Years 11, 12 and 13 provide invaluable help in deciding upon the course of study that they wish to pursue at university. It enables them to gain an insight into the qualities which are useful to employers and to understand the value of inter-personal and communication skills as well as experiencing team-working in the workplace. We have a set week in which Year 11 weeklong placements are arranged but for Years 12 and 13 placements are organised on an individual basis.

Relevant legislation includes:

- The Employment of Women, Young Persons and Children Act 1920
- The Health and Safety at Work Act 1974
- The Health and Safety (Training for Employment) Regulations 1990
- The Education Act 1996
- The Management of Health and Safety at Work Regulations 1999

- 5.2 At CLSG, we believe that it is important for our girls to develop the initiative and to make the arrangements themselves, although we are able to provide support in the case that an individual has difficulty securing placement. We have access to a number of potential workplaces via the school community. However, now that work experience is no longer confined to the UK, or even to the EU, and the variety and complexity is so extensive, the school recognises the limits to its contacts and expertise in this field.
- 5.3 We are able to support girls' applications for work experience by providing references at the application stage. We have a work experience diary which is available to any girl undertaking work experience in order to help her focus her time at her placement. Once completed, these, plus any references received by employers are kept ~~on file~~in a [studentpupil's Unifrog file](#), for use in future references for university and employment.

5.4 The effectiveness of the employer's risk management arrangements is what matters. Employers providing the placement should already be managing the risks in their workplaces and are best placed to assess whether or not they need to do anything additional for a new young person joining them.

5.5 The Governors in conjunction with the Head are responsible for all aspects of work experience in Year 11, including Health and Safety (except in instances where placements are arranged without the support of the school, outside of the set dates, outside the M25 or where parents opt to assume responsibility for their child on placement). The School acknowledges its responsibilities under common law to act, as would a reasonable parent, acting "in loco parentis". The school's aim should be to ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place.

5.6 For girls undertaking placements in Years 12 and 13, if these placements are organised via a school contact, then the school's online forms need to be completed by the employer and the [studentpupil](#) undertaking the placement. This information then must then be sent to the other party, but parents must then take responsibility for their daughter for the placement to take place. The school will not be able to visit these [studentpupils](#) whilst on placement. For privately organised placements in Years 12 and 13, [studentpupils](#) can submit paperwork to be kept on file (such as diaries and references) but [studentpupils](#) are not required to inform the school in advance of any such placement.

5.7 In order to ensure that a work experience placement satisfies all legal requirements and that girls are insured under the school insurance, girls and employers must complete relevant documentation which must then be approved by the school and sent to parents before a placement can take place. The school should not be second-guessing employers' risk assessments or requiring additional paperwork for any work experience placement and therefore the online form below must be fully completed by any employer offering a placement to any CLSG [studentpupil](#) who is wanting to be covered by the school's insurance.

Pupils: <https://www.surveymonkey.co.uk/r/WEX2020studentpupils>
<https://forms.office.com/r/PUX6Fr9RFP>

Employers: <https://www.surveymonkey.co.uk/r/WEX2020>
<https://forms.office.com/r/nssiQhitAS>

Once this documentation has been completed and the Head has given authorisation then the placement may take place.

5.8 If a placement planned is out of London or on dates which are not those specified then parents are able to take responsibility for their daughters by sending an email containing the following wording to the Head of Careers. This can also be found here: <https://www.elsg.org.uk/careersparentalresponsibility>

Dear Miss Perkins

I am writing to confirm that I accept full responsibility for my daughter, (Daughter's name) whilst she is on this work experience placement, which I have arranged independently and is outside the school's arrangements (in respect of dates and/or location) and requirements. I agree that I will satisfy myself that the work environment in which my daughter will be placed will be safe and suitable. I have read the school's policy on work experience, which includes guidance in the form of enquiries that should be made of an employer, but appreciate that I do not need to complete the school's paperwork for work experience placements. I also accept that my daughter will not be visited by a member of staff whilst on placement and that the school will not be liable for any damages arising from or in consequence of the placement.*

The details of my daughter's placement are as follows:

Dates:

Location:

Regards

(Parent name)

**delete as appropriate*

- 5.9 For [studentpupil](#)s in Years 12 and 13, work experience organised independently can take place without school being informed. Where a placement is finalised through a school contact then the [studentpupil](#) and the employer must complete the online forms and the school must send the information to the other party. The parents must email to take responsibility as the [studentpupil](#) is not covered by the school's insurance.
- 5.10 Year 11 girls are covered by the City of London Corporation's personal accident insurance if their placements are in London during the set dates specified by the school, but by law, the placement should also have Employer's Liability cover in place. Teachers from school will call each [studentpupil](#) during the week that they are on placement in order to check that all is going well from the [studentpupil](#) and employer perspectives.

6. Summary of Work Experience procedures

- 6.1 Girls in Year 11 to complete one week of work experience after GCSE examinations between September and December prior to GCSE exams, girls to try and find own placements.
- 6.2 From January until mid-March prior to GCSE exams, girls to be given support from Careers Department to find placements.
- 6.3 All placements to be organised and paperwork completed by the end of March.

- 6.4 Girls to complete the online [studentpupil](#) form with details which will be sent to employer once placement approved. <https://forms.office.com/r/PUX6Fr9RFP>
<https://www.surveymonkey.co.uk/r/WEX2020students>
- 6.5 Once a placement is found, girls to send online link to school form which needs completing by employer re risk assessment and [studentpupil](#) activities.
<https://forms.office.com/r/nssiQhitAS>
<https://www.surveymonkey.co.uk/r/WEX2020>
- 6.6 A copy of this information is to be sent to parents with a cover letter during the Easter holiday. Parents to have the opportunity to return a reply slip to say they have seen it and do not agree for their daughter to attend the placement. If no permission slip is returned, then parental agreement to be assumed.
- 6.7 School monitoring to be completed by Careers Dept. or support staff to show all paperwork has been seen and recorded.
- 6.8 Hard copy documents to be given to Head/ Bursar who signs and returns to Careers Dept.
- 6.9 All work experience addresses to be collated and staff to pick a [studentpupil](#) (possibly two) to call or visit in June.
- 6.10 Staff to visit girls on placement to check all is going well from employer perspective and from [studentpupil](#)'s perspective. Staff to complete short checklist of when at the work experience site.
- 6.11. Girls to complete a diary of work experience and email it to Careers Dept.
- 6.12 Employer to complete a reference and email to Careers Dept.