



Carshalton High School for Girls

Careers, Education, Information, Advice & Guidance Policy

Reviewed June 2019

Implementation & Resources

The Careers Leader Lead manages the CEIAG programme, including Work Experience and widening participation programme and is responsible to the Deputy Headteacher (SLT). This area is supported by the link governor. The programme is delivered by the Careers Leader, tutors and is delivered as part of PSHE. SEND and Learning Inclusion Centre students are additionally supported by their department and resources are tailored to their needs.

Impartial careers information is available in the Careers Room and the Learning Resource Centre. The Careers Leader is responsible for the budget and the allocation of resources.

There are also group sessions and 'drop in' from Year 7 – Year 13 with the Careers Leader. Students are made aware of the National Careers Service contact details and website in order that they can access additional independent advice. There is an emphasis on providing information on the range options, including apprenticeships and other vocational pathways.

The school is committed to providing impartial and independent careers guidance.

The school prides itself that each student will receive impartial advice within school not only from the Careers Leader but all staff as the needs of the individual is paramount. Students will receive a 'Moving On' interview in Year 8 for GCSE options and in Year 11 for post-16 options, with the Senior Leadership Team. Sixth form students receive an interview with Careers Leader but all 6th form students can drop in for an interview at any time.

Students and parents/carers have access to a wide range of information resources highlighting all pathways and routes including access to Alumni through the Careers Speaker programme and at the Careers Fair; including recommended free software programmes but the school also buys in to Fast Tomato which is being rolled out to the whole of Key stage 4 & 5.

Labour Market Information via the widget is on the school website. There is also access to events & activities offering contact with independent providers.

Students use Fast Tomato to manage their Careers recording all activities and interviews.

The CEIAG full programme (appendix 2) is published on the school website and consists of:

- ✓ *The whole curriculum:* Subject co-ordinators and subject area teachers are encouraged to identify CEIAG/WRE links within their subject area and contribute to the delivery through their schemes of work and lessons in all key stages, in particular citizenship. Where appropriate, partners are invited to support the careers and work related curriculum.
- ✓ *Thematic Days:* Designated immersion learning days in KS3, 4 and 5 are designed to provide CEIAG and WRE. Depending on the topic, the collapsed timetable days are delivered by appropriate partners and teachers.
- ✓ *Tutorial programme:* In KS3, KS4 and KS5, all tutors are actively involved in delivering the careers tutorial programme. This includes an introduction to careers, preparation for Take Your Daughter to Work Day; preparation and review of Work Experience, preparation for transition to post 16 and post 18 options.
- ✓ *Timetabled lessons:* Elements of subject lessons contributes towards key areas of careers education.
- ✓ *Focussed events:* other events at strategic times throughout the year are targeted at relevant students e.g. Careers Fair, university taster days, trips and visits where a range of partners provide advice and guidance.
- ✓ *Parents events:* such as parents' evenings, consultation evenings, academic tutoring days
- ✓ *Assemblies:* targeted year group assemblies on specific themes such as post 16 options, work experience.

- ✓ work related curriculum and enterprise education include Careers Education and the opportunity to participate in Take Your Daughter to Work Day and a work experience placement during Year 10 and Year 12.

The student entitlement (appendix 1) is available on the school website and is highlighted to parents at Parents information evenings, posters are displayed in tutor rooms and is passed to providers before events.

CPD

Staff development needs are identified through a skills audit and performance management reviews and the school endeavours to meet training needs. This includes supporting staff as they embed Careers in the Curriculum. These are met through in school sessions from various agencies for example, Future First and ASK as well as the schools Careers Leader. The Careers Leader, who holds a Certificate in Careers Education and Guidance, attends annual CPD events including National Careers Guidance Show.

CHSG is a member of the Careers Development Institute and is committed to their code of ethics including meeting their recommendations of 25 hours of CPD per year.

Partnerships

To ensure an effective career and work related programme we continue to develop and maintain close links with a range of local, national and international employers, work-based education providers, colleges and universities. CHSG works closely with National Collaborative Outreach Programme, as well as Kingston University, Royal Holloway University and Oxford & Cambridge universities. In addition, a wide range of organisations, such as, Barclays, PWC, St Georges, the Rotary Club, JACE training, Carshalton College, the Student Finance England Team, support our students in many ways including, workplace visits, college taster days, work experience, attendance at careers fairs and presentations.

Our Provider Access Policy available in the school website highlights our commitment for a range of education and training providers to access all students to inform them about technical educational qualifications and apprenticeships.

We are engaged with the Careers & Enterprise Company and a member of the Enterprise Network

Monitoring, Review and Evaluation of the Programme

- The CEIAG Development Plan and programme is monitored, reviewed using students forums, evaluated and amended where appropriate annually using the Career & Enterprise Company Compass tool. The Quality in Careers Standard Award is held for 3 years and the school is committed to seeking reaccreditation.
- CEIAG is included in the Stakeholders voice survey.
- Student satisfaction surveys are collated after CEIAG events
- The intended career learning outcomes are in line with National Framework and are assessed using assessment for learning techniques
- Annually using the Compass tool to assess and develop our careers programme

Overall Annual Review by Careers Leader Mrs Jenny Greenland, Link Governor Mr Malcolm Munro, Deputy Headteacher Luke Conduit Smith

Work Related Learning, Careers Education and Information Advice and Guidance

Student Entitlement

At Carshalton High School for Girls you are entitled to receive a programme of work related and career related learning, careers information, advice and guidance designed to help you to understand yourself, know what opportunities are available and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect ...

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- help to develop your personal story of progress and success
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to be well prepared for different transitions
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- help to develop your personal network of support and to be well prepared for different transitions
- help to develop personal budgeting skills and knowledge of financial aspects to career decisions
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice
- opportunity to individual appointment with a qualified, independent, impartial careers advisor at any time in your school journey
- to not have limitations imposed on your aspirations based upon your social, economic or ethnic background

All Students will

By the end of Key Stage 3:

- begin to develop an awareness and understanding of your individual skills, motivations, strengths and preferred learning styles
- identify different ways careers develop, different kinds of work and differences between business organisations and structures
- be able to access careers resources via the LRC and other career websites
- investigate choices and opportunities open to you in the worlds of education and work
- know how you can negotiate and make plans to develop your achievements, qualifications, skills and relevant experiences
- receive careers information and on-going support from staff such as your Tutor
- take part in the year 8 Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4 and individual interviews between student, parent and SLT as part of the process.

- start to plan your future, setting targets and goals and recognise what can affect meeting them

By the end of Key Stage 4:

- understand the qualities, attitudes and skills needed in the working world
- have been given the opportunity to speak to representatives from various sectors of the world of work
- understand the impact of how the world of work is changing and implications for your own career planning
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via the LRC and career websites
- have visited or spoken to representatives of further or higher education institutions, such as universities
- have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities
- review targets and know strengths & weaknesses and learn how to overcome barriers
- be given the opportunity to take part in work experience
- investigate opportunities and interpret information to feel confident with their planned Post-16 options

By the end of Key Stage 5:

- develop a C.V. and other strategies to improve your success in selection processes
- develop employability skills and an understanding of work during work experience
- participate in an enrichment and tutorial programme focused on your personal development
- review and reflect on your earlier career and work related learning activities and experiences and previous transitions to help you plan ahead
- investigate career pathways and university requirements to develop knowledge of post 18 options
- opportunity to set targets and review your progress and on-going support from your tutor and subject teachers
- recognise barriers to the achievement of your plans and know how to overcome them
- develop independent research skills
- have had the opportunity to meet university representatives
- have had the opportunity to meet apprenticeship providers
- have been given the opportunity to visit universities
- have been given the opportunity to volunteer or take part in work experience
- have received a regular information, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- understand the UCAS process and be able to research different universities and courses using online resources
- have information and support with financial planning for university, work and training
- have written a personal statement for a UCAS or job application
- have been mentored through the university application process or supported with job or training applications
- have access to information on how to apply for internships, sponsorships or Gap Year placements
- have been given the opportunity to take part in enterprise and challenge activities
- research further learning and/or work options reflect achievements and expand horizons