

CITY OF LONDON SCHOOL FOR GIRLS

CAREERS EDUCATION, INFORMATION AND GUIDANCE (CEIAG) POLICY

1. INTRODUCTION

- 1.1 The Rationale for CEIAG:** All CLSG pupils are offered an effective 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 and updated 2017 version, state 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. 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'.

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 Commitment:** The School is committed to providing an effective planned programme of impartial, accurate and up to date careers education information and guidance for all pupils in Years 7-13 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).

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.

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 for a period of three years. We will be applying to be reassessed at the start of 2018.

- 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 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 pupils, 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, COA Advisors and with the Freelance Advisor for US applications. 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 pupil 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 PSHCE delivery. Careers information is emailed out to targeted year groups and there are a number of hard copy reference books available in the School Library.

- 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 Providers support the Heads of Sections at KS 3, 4 and 5 by offering pupils impartial advice, particularly when pupils are making crucial decisions about their subject choices and university options.

Careers education provision at City must be considered alongside the rich provision of classroom and extra-curricular activities that develop a range of character attributes which allow the girls to be successful in education and employment.

The Careers programme delivered via PSHCE 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 9-13) to which our partner City schools and ELC consortium schools are invited. In addition, there are annual programmes of The Real Game (Year 7), Take Our Daughters to Work (Year 8), City Girls in Science (Year 8), City Girls in the Arts (Year 9), Sussex University trip (Year 10) 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, '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, COA and our American Freelance advisor 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.

Updated: June 2016, June 2017, September 2017

Approved by Board of Governors: October 2017

To be reviewed by: September 2020