

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY (303a)

Context

This CEIAG Policy has been drawn up with reference to the following documents:

- Quality in Careers Standard March 2017
- Department of Education: Careers guidance and inspiration in schools. Non-statutory departmental advice for governing bodies, school leaders and school staff April 2017
- Career Development Institute: Association of Careers Education and Guidance (ACEG) Framework.

As an independent school, there is no compulsion to adhere to the statutory guidance but this guidance represents good practice standards in relation to CEIAG. Following it will ensure that we are inspiring pupils to consider all future possibilities, to aim high, to take advantage of opportunities both inside and outside school and to become informed about all potential education, training and career options.

The Careers department seeks to provide an atmosphere of care, encouragement and positive impartial support in order to empower students to discover their own strengths, explore all possible options and make informed career decisions.

The Careers programme is an essential and central part of the broad and balanced curriculum provided by the school and the department works with local and national business, industry and other agencies to ensure relevance and to help equip all students for adult life, enabling them to proceed successfully to higher education and employment.

The school first achieved the Career Mark Quality in Careers Standard (QCS) accreditation in 2006 as recognition of the quality of the careers education, information, advice and guidance it provides. Renewal on four further occasions resulted in the award of Career Mark Gold and in 2019 we achieved the Career Mark Platinum Award. Achievement of this award demonstrates that Sutton High School has an effective and inclusive careers programme with good leadership. In maintaining the QCS the school is also adhering to the requirements of the Gatsby Benchmarks.

Aims

The Careers Department seeks to:

- provide excellent, personalised and impartial careers information, advice and guidance to all pupils
- provide up-to-date information on a wide range of careers and higher education courses and to ensure the girls are aware of the resources available
- enable each girl to make informed decisions about option choices for GCSE, post-16 and post-18 pathways
- provide support for parents to help them help their children to make the right decisions
- encourage each girl to develop knowledge and understanding of herself and to plan for a career which best suits her interests and abilities

Entitlement

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Our pupils are entitled to CEIAG which meets professional standards of practice and is pupil centred; impartial; confidential and integrated into each pupils' experience of the whole curriculum.

The need for professional standards has been recognised by:

- The appointment of a Head of Careers who is a Level 6 qualified and experienced careers practitioner (Diploma in Careers Guidance), a professional member of the Career Development Institute and has completed the Certificate in Career Leadership course.
- Our partnership with the Morrisby Organisation, who provide a source of professional advice and guidance for our students through their Morrisby online package and through impartial, face-to-face interviews. This leads to an individual action plan for all Y11 students prior to making Post 16 option choices. The on-line support, including a confidential advice line, is available to our students throughout their lifetime.
- The attainment of and progress towards relevant quality awards which ensures constant monitoring, evaluation and review of CEIAG.

Sutton High School is committed to providing a planned programme of Careers Education for all students in Years 7 – 13 which is delivered throughout the curriculum but is focused within PSR, discrete Careers days and the Sixth Form enrichment programme.

Objectives

Key Learning Outcomes

Key Stage 3	At the end of this stage pupils should be able to:
<ul style="list-style-type: none"> • Understand themselves and the influences on them (self-awareness) • Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities • Develop a positive self-image • Use information handling and research skills to select and evaluate careers and educational information relevant to their needs • Make informed decisions about their GCSE options. 	

Key Stage 4	At the end of this stage pupils should be able to:
<ul style="list-style-type: none"> • Build on the assessment of their achievements, qualities, aptitudes and abilities made at the end of key stage 3 • Identify and use a variety of careers information and understand the options open to them • Feel confident about planning for post 16 options • Recognise and respond to the main influences on their attitudes and values related to learning, work and opportunity • Add to their knowledge and understanding and develop more detailed educational/career plans • Successfully complete a work placement to improve their employability and understanding of the workplace • Justify and critically compare the options available to them • Understand what employers look for and appreciate their rights and responsibilities • Take factors related to quality of life and financial well-being into consideration when making decisions about the future. 	

Key Stage 5	At the end of this stage pupils should be able to
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- Critically assess their achievements in order to set realistic goals and identify areas for development
- Recognise and respond to the main influences on their personal views, attitudes and behaviour.
- Understand relevant application processes and be able to select and present personal information to make successful applications.
- Assess and manage risks relating to personal financial, enterprise and career choices
- Take informed decisions about the next stage of their life and feel confident about planning for post 18 options
- Organise further relevant volunteering and/or work experience.

Personnel

Head of Careers and Higher Education	Lorraine Lenaghan
Assistant Head	Elizabeth Clark
Personal and Social Responsibility (PSR) teacher	Hannah Patterson
Careers Library Assistant	Fenella Upson
Work Experience Coordinator	Lorraine Lenaghan

Liaison Staff

Head of Years 12 and 13	Hannah Harvey
Head of Years 10 and 11	Jenni Dixon
Head of Year 8 and 9	Katie de Florimonte
Head of Year 7	Sarah Manser

Members of the teaching staff help with activities such as the Careers Fair, ‘Learn to Earn’ day, Work Experience visits etc.

The content and delivery of the CEIAG programme is mainly the responsibility of the Head of Careers but she liaises with many colleagues (details above). She works 3 days per week and is responsible to the Director of Pastoral Care.

Delivery of CEIAG Programme

Delivery is structured to ensure that pupils gain knowledge and skills and receive guidance as is appropriate to their stage of career learning, planning and development to ensure progression, through a range of group based activities and individual interactions which will equip them to make informed choices at key stages of decision making. The programme promotes equality of opportunity and inclusion including providing enrichment opportunities in areas where women are under-represented.

- At Key Stages 3 and 4, CEIAG, particularly the strand related to self-development, forms an integrated part of PSR and this is where it has a place within the curriculum
- Other activities occur in extra ‘slots’ e.g. Year 10 Looking Ahead day, Year 11 Work Experience, Year 8 Take Our Daughter to Work day, the Careers Fair, Year 8 Learn to Earn Day
- All staff are expected to contribute to the CEIAG programme through their roles as subject teachers and tutors. Individual subject departments are encouraged to relate their subject to the world of work and regularly invite former students, working parents and local employers into the classroom

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- Students in Y7 to Y13 can access careers advice and guidance through booking an appointment with the Head of Careers
- The Head of Careers conducts guidance meetings with all students in Years 9-12 and their parents, together with a member of SLT
- The Pastoral Care Team ensure that increased support and mentoring is available to students throughout the senior school who have issues that may be preventing them from reaching their full potential. This includes E2L support and individual support for students with specific learning difficulties. Referrals are made to the Head of Careers as required
- An annual contract is negotiated between Sutton High School and the Matrix accredited Morrisby Organisation who provide a psychometric profile for Year 11 students to support Post 16 choices
- All Y11 students undertake a work experience placement immediately after their GCSE exams. All placements undergo health and safety checks (see Work-Related Learning policy.) This process is managed by the Head of Careers and all staff are involved in visiting students on placement in order to ensure students are supported to gain maximum benefit from their experience and to increase their own understanding of the world of work
- The school has a wide variety of enrichment activities where creativity, teamwork, enterprise and positive risk taking are vital ingredients in the school experience. All students are encouraged to participate and to reflect on the skills they are developing through these activities
- Students have the opportunity to participate in career based activities on offer through the wider GDST network
- Ongoing careers support for students who progress into our Sixth Form can be sourced from the GDST Alumnae Network including via the new Rungway mentoring app

Monitoring, Review and Evaluation

The CEIAG programme is monitored, reviewed and evaluated annually by the Head of PSR, the Head of Careers and the Director of Pastoral Care, who line manages the Head of Careers.

The following criteria are used to measure the effectiveness of CEIAG, including:

Quantitative	<ul style="list-style-type: none"> • The % of pupils making successful transition to Post-16 destinations • The % of pupils making successful transition to Post-18 destinations
Qualitative	<ul style="list-style-type: none"> • The Sutton High School PDP process assesses the effectiveness of delivery staff including through lesson observations • Student feedback about PSR and Careers provision via the School Council • Student evaluation of input from external agencies • Student reflection on their learning in PSR and Careers Lessons through maintenance of their individual PSR workbooks • Evaluation of student development as part of Sixth Form monitoring processes • Reflections by Y13s on the GDST Leaver Forms

CEIAG topics are reviewed and evaluated annually on the basis of student feedback and new developments in relation to education, employment and training.

Resources

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Funding for CEIAG resources is allocated in the school's annual budget and delegated to the Head of Careers.

The Head of Careers works with the School Learning Resources/Careers assistant to agree which printed resources need to be replaced or supplemented. This ensures that careers information is kept up-to-date and appropriate to the needs of the students. Careers resources are maintained in the Careers section of the Main School Careers Library.

The Head of Careers is responsible for maintaining Careers related notice boards and for developing the Careers VLE site which is available to all senior school pupils and their parents via Firefly.

Staff Development

Staff involved with CEG at Sutton High School have the opportunity to attend appropriate staff development events organised locally and regionally.

Head of Careers attends termly meetings with other GDST HOCs to share good practice and update knowledge. She attends regular INSET including the High Fliers conference and liaises with HEIs in order to keep abreast of developments in higher education. Regular updates from the Careers Development Institute (CDI) ensure HOC has an awareness of policy updates, latest research, news from the sector, LMI updates, events and resources that may inform forthcoming careers work.

The opportunity exists to use part of staff INSET days to enhance understanding of Careers and Higher Education for all colleagues in the school.

Accommodation

The Head of Careers has an office in the Library to ensure privacy for one-to-one appointments with students.

Partnership Working

a) Parents

Parents have a key role in helping students make informed decisions about their future. To this end we:

- Inform parents about key careers-related activities via the school's electronic communications systems
- Ensure that the Head of Careers is present at all Y9 to Y12 guidance meetings, welcome and information evenings and at senior school open days
- Issue information and consent letters to parents of children taking part in external careers/enterprise activities
- Encourage students to discuss their Morrisby Profile with their parents/carers and to share information and advice given at key transition points
- Ensure that parents have the Head of Careers' contact details so they can make direct contact to seek support regarding their daughter's educational/career choices. Individual appointments are available by request
- Use Firefly, the school website and Sutton High School marketing materials to share careers information and activities with parents

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- Invite working parents to become involved in careers events and the biennial careers convention to share their expertise with our students.

b) Other Partners

We seek regular involvement from a range of other organisations to enhance the CEIAG programme and strengthen business/education links. These include:

- Local/regional employers
- Sutton High School Alumnae
- GDST Alumnae Network
- GDST opportunities either centralised or at other GDST schools
- Young Enterprise
- Governors

Record-keeping

At certain stages students receive personal profiles or feedback from outside agencies. Copies of these (with the students' permission) are filed with the Head of Careers and accessible to subsequent Heads of Year and tutors, and can assist future guidance or form part of reference material.

These include:

1. Morrisby Profiles (Year 11)
2. Work experience reports from employers (Year 11)
3. Action plans made by students at guidance interviews with an independent careers adviser (Year 11 upwards)
4. Notes from Year 9-12 interviews with parents/student and Head of Careers and SLT/ Year Leaders
5. Unifrog records – students have personal space on the Unifrog website to record progress including a record of competencies. Interactions can be recorded on Unifrog by the Head of Careers. Currently used by sixth form students but use of the competencies and locker aspects of the platform being rolled out to Year 8 upwards during the 2021/22 academic year
6. Morrisby Online (formerly Fast Tomato) action plans are stored within the web-based programme for girls to access and update as required. These are accessible by named members of staff.

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