

## CAREERS EDUCATION AND GUIDANCE POLICY

### Senior School

**Reviewed:** February 2021

**Governor Review:** February 2021

The School's Careers Education and Guidance Policy has been adopted as a mark of the importance which the school places on preparing students for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities students need to be given equally wide information, experience, and understanding of the world of work. It also recognises that students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures. This will give students a personalised programme of Careers Education and Guidance to allow successful transition and preparation to lifelong learning and achievement beyond school. The School ethos values mentoring and ensuring each girl reaches her potential. As such we provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors.

The revised **Careers guidance and access for education and training providers October 2018** explains, "The Government's careers strategy <sup>(1)</sup> published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them"<sup>(2)</sup>. In order to provide robust and thorough careers advice, although it is not a legal requirement, Alderley Edge School for Girls Careers department will work towards and, where appropriate, meet the Gatsby Benchmarks.

### Aims:

In keeping with the stated aims of the curriculum of Alderley Edge School for Girls - to provide a curriculum which meets and satisfies the educational, moral, spiritual needs and development of all pupils through its relevance and diversity, Careers Education and Guidance seeks to prepare students for the opportunities, responsibilities and experiences of adult life by:

- Raising self-awareness and assessing of their own skills, interests, abilities, talents and aspirations and how these can relate to the world of work
- Raising awareness of education, training and career opportunities and encourage students to aim high
- Develop decision making skills
- Help students to make decisions about their own education, training and career paths
- Managing transitions to higher education, new roles and situations
- Experiencing the world of work in a variety of ways
- Presenting up-to-date careers guidance that is presented in an impartial manner and enables students to make informed choices about a broad range of career options
- Helping students to fulfil their potential

- Presenting information which prevents all forms of stereotyping to ensure that girls from all backgrounds consider the widest possible range of careers.

Careers Education and Guidance complements other school processes to support progression and achievement. In doing so it directly supports the aims of the overall school curriculum.

### Objectives

- To provide a stable careers programme with up to date careers and labour market information embedded.
- Students access individual, personalised advice
- To develop students' employability skills and links to the workplace through careers sessions, one to one appointments, PSHE, form time and subject lessons.

### Entitlement

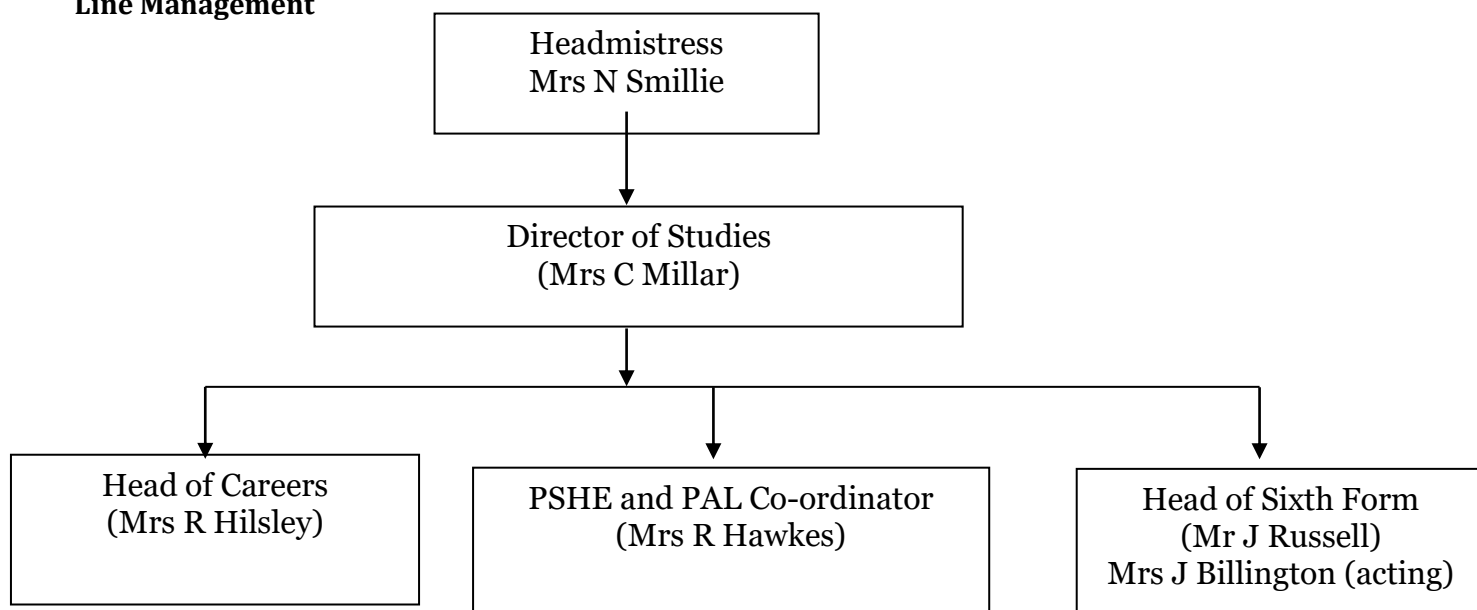
All students at Alderley Edge School for Girls undergo a personalised Careers Education and Guidance programme designed to meet the individual needs of every student. This includes access to impartial and objective advice through access to The Careers and Enterprise Company, National Careers Service, Indigo Careers and The Cheshire & Warrington Pledge.

Pupils from Year 7 are provided with advice so that they can make informed choices about a broad range of career options and advice which helps pupils to fulfil their potential. Timely advice is also given to help pupils choose their GCSE options and post-16 courses.

There are a number of main components to the Careers Education and Guidance Programme at Alderley Edge School for Girls. These are:

- Careers education through a planned programme of activities (Years 7-13)
- Online access to university brochures, online platforms including UNIFROG
- Experience of the world of work via "work experience", arranged by the student
- Access to individual guidance through the Head of Careers.
- Personal action planning.
- AESG Biennial Careers fair
- Trips to events, including the Higher Education Fair. Access to virtual events.

### Line Management



The Careers Education and Guidance (C.E.G.) scheme of work includes both Careers Education and Guidance (C.E.G) and Personal, Social, Health and Economic Education (P.S.H.E.E.) in Years 7-9 and Preparation for Adult Life (P.A.L) in Years 10 and 11. The Head of Careers, together with the PSHE/PAL Coordinator and The Head of Sixth Form liaise closely with Senior Leadership and external organisations to plan, design and deliver a comprehensive C.E.G. course which addresses the needs of the pupils.

The delivery of Careers Education and Guidance is provided by the specialist co-ordinators previously stated and the PSHE/PAL programme for Years 7-11 in one lesson per week. In the VI Form the CEG is delivered as part of a structured PHSE programme administered by the Head of VI Form and Assistant Head of VI Form. In addition, wider knowledge and understanding of the issues associated with CEG are taught across the curriculum.

### **The role of the PSHE and PAL Teacher**

In Years 7 - 11 each pupil takes part in a weekly PSHE/Preparation for Adult Life (PAL) lesson. Careers education and guidance including choosing options in Years 9, 10 and 11, and the preparation for work experience, are delivered through these lessons. In The Sixth Form, PSHE is delivered by the Head of Sixth Form and the Assistant Head of Sixth Form.

### **Outline of Programme**

A variety of teaching and learning methods are used in the delivery of the Careers Education and Guidance as outlined below:

#### **Information sessions for pupils**

- Careers software induction:
- Skills assessment – NCS, UNIFROG (Year 7)
- Interests and introduction to careers language. GCSE options explored (Year 8)
- Recording activities and encounters, GCSE Choices, teamwork development (Year 9)
- CV writing and work experience (Year 10)
- Post 16 options (Year 11)
- Exploring the usbejct library, linking subjects to world of work, post 18 options, personal statements and MOOCS (Year 12)
- Online applications and assessment centres (Year 13)
- Careers Convention, biennial (Years 9-UVI)
- Programme of presentations and events involving outside speakers

#### **Information sessions for parents**

- Careers Convention (Years 9-UVI)
- Careers website
- UNIFROG engagement
- Year 9 Parents' Evening
- Sixth Form Open Evening
- Higher Education Evening
- Careers appointments can be booked with the head of careers

#### **Guidance Work and Interviews**

- Year 9 Options Interview
- Year 11 Post 16 Choices Interviews

- VI Form: Higher Education Interviews – in addition to the work done with VI by the VI team

### **Work Experience/Work Related Learning**

- Year 10 – launched during a careers session
- Year 13 – launched during a careers session
- Students can book a one to one session with head of careers to discuss options
- Opportunities distributed via email to students

### **Enterprise Education**

- MAG Dragon's Den in Year 10
- Young Enterprise in Sixth Form

### **University Applications Process**

The Head of Careers works with the Sixth form team in applications, personal statements, and on A Level results day. Students are encouraged to visit university open days and are permitted to take 3 days during the working week.

### **The Careers Library**

This has moved predominately online. Students are directed to university, apprenticeship providers and college websites.

Careers Education and Guidance offers a unique opportunity for the development of both language skills and inter personal skills in the context of real communication between students and employers, in a variety of written and oral formats.

### **Monitoring and Review**

The effectiveness and appropriateness of the policy will be kept under regular review.

### **Works Cited**

- (1) Retrieved from <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>
- (2) Careers guidance and access for education and training providers. <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>. (n.d.).