



**KING EDWARD VI  
CAMP HILL  
SCHOOL FOR GIRLS**

**Careers and Higher Education Policy**

**1. Key objectives**

1.1. CEIAG (Careers Education, Information, Advice and Guidance) gives students at Camp Hill Girls School support in different areas to help them make informed choices about their futures:

- Careers education – a planned programme delivered in the main through discrete PSE lessons (experiences within the curriculum and outside school) that helps them gain the knowledge and develop skills for planning and managing their careers.
- Information about the range of opportunities and options available at key transition points in a students' education.
- Advice – help for individuals to enable them to review, plan and manage their learning and progression to the next stage.
- Guidance – help from specialist advisers, as appropriate, with knowledge of opportunities and the pathways to and through them, so they can identify their long-term goals and plan steps to attain them.

1.2. As such, the Careers and Higher Education at Camp Hill Girls aims to:

- Enable individuals to become effective planners and managers of their own careers in a rapidly changing world of learning and work.
- Provide opportunities for students to understand themselves, and develop their capabilities by assessing their own needs, strengths and weaknesses, employability skills, interests and qualities.
- Provide up to date information relating to the world of work and learning, including local, national and international opportunities.
- Help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education to the next.
- Raise aspirations, increase motivation and, consequently, raise achievement by encouraging students to fulfil their potential.

**2. Key principles**

2.1. Whilst developing a programme which attempts to meet the objectives set out above, a number of key documents and pieces of legislation have been consulted in order to evaluate the School's provision and its effectiveness. The auditing of these characteristics, using these documents, enabled the School to develop some of the programmes set out later in this policy. Key documents include:

- The 'ACEG (Association for Careers Education and Guidance) Framework for careers and work-related education' April 2012.
- The 'Careers Education Framework 7-19'.
- 'Careers Education and Guidance in England – A National Framework 11-19' (DfES, 2003).
- 'The Education Act' 2011.
- 'The Gatsby Report' 2013.

- The OFSTED report 'Going in the right direction? Careers guidance in schools' 2012.
- 'Careers guidance and inspiration in schools' April 2014 and March 2015 (DofE).
- 'The Gatsby Benchmark Toolkit' The Careers and Enterprise Company
- 'Careers guidance and access for education and training providers' October 2018 (DofE).

2.2. The latter is the most up to date guidance published by the Department for Education. The more recent version builds upon its predecessor but is focused on schools working towards the eight Gatsby benchmarks. The Gatsby benchmarks are the core dimensions of good careers and enterprise provision, and are as follows.

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Our role is to help students to overcome challenges so that they leave school prepared for life in modern Britain, and to take on the challenges of working in roles that may not yet exist. In helping this preparation schools should be "developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment."

The 2018 document contains a number of the features of high quality careers provision that the School is striving to achieve including:

- Having an embedded programme of career education and guidance that is known and understood by all stakeholders
- Providing good quality information about future study options and labour market opportunities
- Providing support from an informed adviser to enable all students to make the best use of the available information
- Providing multiple opportunities for students to learn from employers about work, employment and the skills that are valued in the workplace
- Allowing students to have first-hand experiences of work places
- Providing students with the opportunity to understand the full range of learning opportunities available to them

The school supports the above by

- Allowing and encouraging pupils to tackle real life challenges.
- Providing a range of activities that inspire young people.
- Offering students real life contacts with the world of work and higher education.
- Utilising inspirational role models, including alumni, from the careers to which they aspire.
- Providing independent and face to face careers advice and guidance.
- Ensuring students have access to advice on the options available at key transition points in their education.
- Promoting a range of career choices in a variety of areas.
- Aiming to prevent stereotyping in higher education courses and careers.

- Developing of entrepreneurial skills.
- Developing basic career management skills like CV writing and interview skills.
- Using a range of appropriate information.
- Raising students awareness of other opportunities that could help them with their career aspirations such as the National Citizen Service and other voluntary and community activities.

### **3. Delivery**

3.1. The Heads of Year and the Careers Leader are responsible for the leadership, management and co-ordination of CEIAG. Careers lessons and enrichment lessons in the main school and 6th form are part of the timetable commitment. There are a wide range of people within the school for whom careers forms part of their remit, and a number of external organisations who provide services, whether regularly or on an ad-hoc basis. These include ex-students, parents, universities, local employers and professional organisations.

Resources and information: Resources are located in the library which can be accessed by students throughout the school day. Similarly resources are also available in the Sixth Form block. There are a range of books, magazines, leaflets and information packs as well as multiple PCs which provide access to internet based materials. Students are shown and reminded of the information available. Other sources of information come from:

- Careers lunches where alumni and other visitors provide information and advice.
- Careers and Higher Education days in Key Stage 4 and 5.
- STEM lessons in Year 7 and Year 8
- Y9 visit to Oxford in Enrichment week.
- Electronic messages to students on opportunities as they come up.
- University Open Day visits for Year 12 students.
- Talks by visiting speakers, on job roles, apprenticeships, finance, scholarship and other opportunities in the world of work.

3.2. Contact with parents is maintained in a variety of ways, including:

- Letters from School giving advice and information about vital issues such as careers interviews, student finance and higher education choices.
- Presence at some parents evenings as well as the 6th form open evening.  
Presentations to Year 12 parents in the Spring Term on university applications and for Y13 parents in the Autumn Term on student finance.
- Response to ad-hoc requests for advice and information, including appointments in school.

### **4. CEIAG in the curriculum**

The programme is updated regularly and published on the school website.

#### **Key Stage 3**

4.1. In Years 7&8, the PSE programme, prepared and delivered by the Heads of Year 7 and 8, focuses on developing pupil skills as they adapt to secondary school in terms of working with new people, developing resilience and perseverance as well as working in teams. Aspects of careers in the STEM industries are introduced through their fortnightly STEM lessons, and through competition entries. In 2019 all Y7 students will participate in a STEM based challenge day with local employers.

4.2. In Year 9, several lessons in the PSE programme are allocated for careers based learning. The focus is on GCSE options and requirements for the sixth form. Students also undertake a short research project linked to possible future job roles. Any individual careers guidance during Key Stage 3 is led by the Head of Year 9. A GCSE

Options Evening is held annually for parents and students in March to support with the process of choosing GCSE options.

#### **Key stage 4**

4.3. Year 10 and 11 students follow a programme within PSE delivered by the Heads of Year with a focus on individual action plans, where/how to find out information and the different types of qualifications and career paths open to them. After mock examinations have taken place there are interviews for every Year 11 student led by the Senior Leadership Team and Heads of Year to discuss post-16 plans and choices. Tutors also play a key role in supporting their tutees' future plans.

4.4. During the PSE lessons, the students learn about employability skills, writing a CV and job application letters and how to conduct themselves in an interview as well as how to make alternative post-16 applications as necessary.

4.5. All Key Stage 4 students have the opportunity for an individual Careers Interview with an external provider.

#### **Key Stage 5 (Sixth Form)**

4.6. During the sixth form, the tutors take the lead role in providing advice to the students, particularly in the application process and reference writing for Higher Education courses and/or employment. The Head of Year is a continual presence and is willing and able to offer one to one advice and guidance where needed.

4.7. Sixth Form students are regular attendees at careers lunches, medicine discussion groups and university open days. Careers and Higher Education learning is delivered by the Heads of Year (and other staff as required) as part of the enrichment programme. After Christmas in Year 12, through to June, there is an emphasis on the variety of education, training and career paths both in the UK and abroad. There is a Post-18 Careers day which takes place in March in which speakers from universities, including alumni, provide information to the students. A visit to the UCAS convention is organized in the Summer Term.

4.8. The tutors, by this stage, will have had regular conversations with their tutees about their post-18 plans and will provide such information to the Head of Year. This information can sometimes be used to inform planning for future speakers. Enrichment lessons are also given over for this purpose and include advice on personal statements, completing the UCAS form, choosing universities, student finance, life at university and confirmation/clearing procedures.

4.9. In the Autumn Term of Year 13, a series of mock interviews are provided for those students who are applying to competitive courses where interviews are required such as Oxbridge and Medicine.

#### **5. Alumni**

5.1. A number of Year 13 students may not succeed in gaining a university place initially. They may then choose to apply again the following year or even after that. Others may choose to apply for the first time after they have left school, while a small group may opt for employment. The guiding principle is that the school is happy to provide references (see section 8 below), particularly in the first two years after leaving.

5.2. The school keeps detailed individual destination data for Year 13 leavers and, increasingly, for students who leave in Year 11 and 12.

5.3. Alumni are contacted each year to invite them to come back to school to share their university and/or working life experiences. These events are often open to students in all year groups, although in reality those from Years 11-13 attend more often. These conversations often involve career paths, qualifications and experiences in different employment sectors.

5.4. Alumni are occasionally invited to give a more formal presentation about their experiences of higher education or employment. These might take place in assemblies, enrichment lessons or form part of the higher education/careers days in the 6th form.

#### **6. Work experience**

6.1. Some parents arrange work experience for their children through their own or family contacts. Where this is not possible, school contacts can sometimes help the students make contact with appropriate organisations.

6.2. Sixth form students may arrange work experience after discussion with the Head of Year. The students will be responsible for arranging leave of absence from school. There is no set week, although students are encouraged to complete their Work Experience during enrichment week in Year 12. Any Work Experience at other times should be arranged so that no exams are missed and the number of school commitments and lessons missed is kept to a minimum. For any student leaving the school, the placement must be completed by the end of July.

## **7. Higher Education applications**

7.1. Section 4 covers the ways in which this topic is covered in the curriculum, particularly in the 6th form. After Year 12 exams in May/June, the universities begin to hold their pre- application open days. These usually occur in late-June/early July and then September/October. Parents and students are advised that whilst it is important to visit universities and colleges which are of genuine interest to, care will be needed not to miss too many lessons, particularly on the same days. During the sixth form students are allowed five school days to visit universities they are particularly interested in, permission must be requested in advance for these visits.

7.2. The students are responsible for compiling their own personal statements and are given advice by tutors and the Heads of Year during PSE lessons. Those who are aiming for the 15th October UCAS deadline (Oxbridge, medicine, etc.) start to plan their personal statement in the June of Year 12 and need to complete it by 15 September. Most other students also start work on their personal statements in the summer term and should aim to complete their applications by October half term. Some students apply outside of the UCAS system and deadlines are variable.

7.3. Students and their parents are given advice about how to respond to their offers and when and how to apply for student finance. This happens in early January. The students receive advice from the Head of Year and their tutors or through enrichment lessons or assemblies.

## **8. References**

For references for higher education, see the separate guidance to tutors. For all other references (work experience, volunteering, internships, gap years, employment), where students ask staff to act as a reference, they should be advised to put the Head of Year or the Headteacher as the referee. References are held on file for future use. Historic references (longer than two years) would normally be brief and factual whilst stressing the lack of recent knowledge beyond school. If a student has kept contact with a particular teacher beyond school, then it is up to that individual whether they wish to be a referee but if they are doing this, it should be clear that this is a personal reference and not an official one from the school.

## **9. Results day**

The students are given information about A-level results day in August via a joint letter from the Head of Year and the Exams Officer. All key members of staff are present in school on results day to offer advice to students and parents who need it, either by e-mail, telephone or in person. This might be because expectations have been exceeded or otherwise. Contact is maintained with those who need it until the end of August when offers need to be confirmed, with clearing being the main query needing to be dealt with. Those students who had applied, withdrew from the application cycle or could not find a place are advised to contact the Head of Year 13 in September and certainly a month before submitting an application for the next cycle.

***Policy reviewed December 2018 (JER); next review December 2020.***