

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Last reviewed:	February 2020
Next review due:	June 2020
Reviewed by:	Head of Careers and Higher Education Academic Director
Approved by:	d'Overbroeck's Governing Board

### 1. Background

- 1.1. d'Overbroeck's is a co-educational independent school for Year groups 7-13 with an exceptional academic and extra-curricular programme, providing excellent opportunities for individual growth. The majority of leavers attend Russell group universities.
- 1.2. The school places great value on education that will prepare students for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities, students need to be given a wide range of information and experiences in order to gain a good understanding of the world of work. It also acknowledges that students need to be given assistance in recognising their own abilities and aptitudes, in order to develop high and appropriate aspirations for their future.
- 1.3. This policy is informed by the Gatsby Benchmarks of Good Careers Guidance.

### 2. Statement of entitlement

- 2.1. As part of the school's commitment to the broadest and fullest education for all its students, each one is entitled to an effective programme of Careers Education, Information, Advice and Guidance (CEIAG). The CEIAG programme aims to empower students to gather as much relevant information as possible, in order for them to be able to make informed decisions about their futures.

### 3. Aims and objectives

- 3.1. The school's CEIAG programme aims to:
  - Foster self-evaluation so that students will learn about themselves, their interests, personal qualities and what influences their decisions;
  - Encourage career exploration by providing quality and up-to-date information about the world of study and the world of work;
  - Promote career management by asking students to take responsibility for their own career decisions and by encouraging realistic and flexible higher education and career paths tailored to the individual;
  - Prepare students to manage change and transition in a fast-moving world through their own initiative and enterprise.

3.2. In order to meet these aims, the school's CEIAG programme has the following key features:

- It is presented in an impartial manner (defined as showing no bias towards or against any particular educational route or work option);
- It enables students to make informed choices about a broad range of options, including timely advice to help them choose (I)GCSEs, as well as post-16 and post-18 options;
- It helps students to fulfil their potential by:
  - Understanding how their strengths, weaknesses and interests relate to the world of work;
  - Learning about different careers and opportunities;
  - Obtaining individual guidance;
  - Understanding the value of work experience;
  - Gaining information about training and education beyond d'Overbroeck's.
- It works consciously to prevent all forms of stereotyping in the advice and guidance provided, in order to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

#### **4. Responsibilities**

4.1. The Principal and the Senior Leadership Team are responsible for:

- Providing explicit support for the CEIAG programme;
- Appointing an identified and appropriately trained person of authority to lead and manage the CEIAG programme;
- Ensuring the school has a structured and effective CEIAG programme.

4.2. The Head of Careers and Higher Education is responsible for leading and managing the CEIAG programme as detailed in his/her job description.

4.3. With the support of the Head of Careers and Higher Education, Directors of Studies are responsible for overseeing the university applications of their individual students.

4.4. All staff, in their academic and pastoral roles, are responsible for ensuring that:

- Through the assessment, feedback and reporting of students' progress, students are given a clear understanding of their strengths, talents and aptitudes, in order to help them to make realistic decisions about their futures;
- All students are given guidance and mentoring to promote high aspirations and effective work habits.

#### **5. Personnel**

5.1. The Careers and Higher Education team comprises of:

- Head of Careers and Higher Education;
- Oxbridge Co-ordinator;
- Medics/Dentists/Vets Co-ordinator;
- Personal Development Co-ordinator Y7-11;
- UCAS Administrative Assistant.

## **6. The CEIAG Programme outline**

6.1. An outline of the school's CEIAG programme can be found in **Appendix 1** below.

## **7. Monitoring and review of provision**

7.1. The effectiveness of the CEIAG programme will be regularly monitored and reviewed.

7.2. The Head of Careers and Higher Education provides an annual review to the Principal and the Senior Leadership team.

7.3. Feedback from a wide range of stakeholders is sought and used to enhance provision (eg, colleagues, parents, students, external contributors).

## **8. Review of policy**

8.1. This policy is reviewed annually prior to approval by governors.

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## Appendix 1

### The Careers Education, Information, Advice and Guidance Programme Outline

Year Group	Aims and Objectives	Example Activities and Resources
Y7	<ul style="list-style-type: none"> <li>• Identifying personal skills, strengths and qualities</li> <li>• Finding out about different careers</li> <li>• Look at diversity of different careers</li> </ul>	<ul style="list-style-type: none"> <li>• Create a careers family tree</li> <li>• Begin considering wider world of work and different career paths available for people</li> <li>• Research how different careers feature in the local community and how this differs in different places</li> </ul>
Y8	<ul style="list-style-type: none"> <li>• Identifying personal aspirations and possible future pathways</li> <li>• Considering aspirations in relation to personal strengths and weaknesses</li> <li>• Understanding transferable skills and how these differ from job to job</li> </ul>	<ul style="list-style-type: none"> <li>• Assign different skills and interests to pathways and careers</li> <li>• Encourage pupils to 'know themselves', e.g. strengths, weaknesses, skills they possess etc</li> </ul>
Y9	<ul style="list-style-type: none"> <li>• Challenging stereotypes in subject options and career choices</li> <li>• Understanding the link between GCSE subject choices and higher education/career options</li> </ul>	<ul style="list-style-type: none"> <li>• Barclays LifeSkills</li> <li>• Lifetracks- stereotyping in careers activity</li> <li>• Careers evening</li> </ul>
Y10	<ul style="list-style-type: none"> <li>• Understanding how online activity, online presence and social media can positively and negatively affect your future</li> <li>• Thinking ahead to A-levels and university - what do you need to achieve your goals?</li> <li>• Gaining understanding of different types of university and courses available</li> <li>• Gaining understanding of different types of workplace, and looking at all possible routes to get there</li> <li>• Getting to know the Sixth Form</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience placements - 1 week in the summer term</li> <li>• Sixth Form taster lessons</li> <li>• Careers evening</li> <li>• Activity looking at and researching two contrasting universities, giving presentations back to the group</li> <li>• Activity where students are assigned a job and have to research all the possible routes of getting there</li> </ul>
Y11	<ul style="list-style-type: none"> <li>• Understanding and preparing for post-16 options</li> <li>• Learning about new subjects on offer at A-level</li> <li>• Writing personal statements</li> </ul>	<ul style="list-style-type: none"> <li>• FutureSmart careers guidance and talk</li> <li>• Careers evening</li> <li>• Talks about new subjects from 6<sup>th</sup> from teachers</li> </ul>

<p>Y12</p>	<ul style="list-style-type: none"> <li>• Understanding and preparing for post-18 options</li> <li>• Developing key skills, e.g. leadership, collaboration, problem solving and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Trips to USA College Day, What Career Exhibition, National Apprenticeship Show</li> <li>• In-house international universities fairs</li> <li>• Talks on UCAS, apprenticeships, gap years, London universities</li> <li>• FutureSmart career guidance</li> <li>• Plus programme (academic enrichment to help with university applications)</li> <li>• Careers evening</li> <li>• Business trip to Jaguar Land Rover</li> <li>• Discussions with DoS and Head of Careers and Higher Education</li> </ul>
<p>Y13</p>	<ul style="list-style-type: none"> <li>• Understanding and preparing for post-18 options</li> <li>• Developing key skills, e.g. leadership, collaboration, problem solving and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Trips to USA College Day, What Career Exhibition, National Apprenticeship Show</li> <li>• In-house international universities fairs</li> <li>• Oxbridge preparation</li> <li>• Talks on preparing for university, including student finance</li> <li>• Medics/Dentists/Vets preparation</li> <li>• Careers evening</li> <li>• Discussions with DoS and Head of Careers and Higher Education</li> </ul>