



CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

1. Introduction

- 1.1. The Careers education at JAGS aims to help prepare students for the world of work. The curriculum is based on the Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (DfE 2018) and Section 42A and section 45A of the Education Act 1997. The 2011 Education Act made schools responsible for securing independent and impartial careers guidance from September 2012.

2. Aim

- 2.1. We seek to promote four major areas:

1. Decision Making Skills
2. Opportunity Awareness
3. Transition Skills
4. Self-Awareness

- 2.2. Specifically, we aim:

- to enable students to develop skills, abilities and outlook to achieve career wellbeing, including adaptability and resilience, which will enable them to be effective in a variety of adult occupations and roles
- address the needs of all pupils; all backgrounds, gender, diversity, special educational needs and disability and encourage them to consider the widest possible range of career and progression options
- to help them develop career awareness and enable them to manage personal career development through effective action planning
- to enable them to handle careers information in a variety of formats and assist them in making informed choices;
- to raise awareness of external career related opportunities and encourage appropriate participation
- to provide support in organising work placements and work shadowing experience.

- to enable them to manage transitions in their life at important stages in their school career
- to develop their negotiating and self-presentation skills

3. Implementation of Careers Education

- 3.1. Students are encouraged to focus on their aspirations and make informed decisions at important stages in their development. The careers programme begins in Key Stage 3 during PSHCE lessons where pupils develop key skills such as making lifestyle choices, managing finances, entrepreneurship and staying safe online. In Years 7 – 9 students engage in a number of activities that meet the requirements of DOTS analysis through seminars (including external speakers), trips and activities. Students are supported through the GCSE decision-making process in Year 9 through the introduction to Kudos Careers research software, with personality-based career suggestions.
- 3.2. Year 10 & 11 students continue their careers education within PSHCE, following a carousel of lessons; topics include career aspirations and personal strengths, CV writing & Communication in the world of work and Future Education & Employment options. Year 10 participate in an externally run transferable skills workshop to identify personal strengths and consider how these are valued by employers. Preparation for the Sixth Form starts in Year 10 with the Sixth Form Taster Day, and continues throughout Year 11 with Morrisby profiling, one-to-one interviews, 18+ Choices and Inspiring Futures, activities which again comply with DOTS.
- 3.3. During their GCSE years all pupils are introduced to EC Careers, an Independent Schools Careers Service offering impartial information, advice and guidance. Pupils take an online psychometric profiling test, designed to identify abilities, aptitudes, personality traits and interests. Subsequently, students receive a detailed report and a careers guidance interview which identifies their strengths and actions to further their vocational aspirations. At the end of Year 11 there is an externally run 'Inspiring Futures' Day in which students are further equipped with the skills employers are demanding, as well as giving students confidence in public speaking and building relationships. A termly Careers and Higher Education newsletter, sent to students and parents, highlights enrichment activities. Participation is encouraged to raise awareness of opportunities and broaden horizons.
- 3.4. The Sixth Form Higher Education and Careers programme aims to equip students with the knowledge, skills, and experience to make confident, aspirational decisions about their future education and career. Students are encouraged to make the most of employer insight events, university tasters, open days, and volunteering. Careful research helps students to make realistic choices and ensures their suitability, and this is achieved with the use of online resources such as UCAS and Morrisby Online in tutor time and one-to-one as required. The weekly notices allow timely promotion of the numerous enrichment activities on offer in London and beyond. Weekly lectures allow pupils to hear from a range of speakers to inform their educational and occupational decision-making. In the Spring Term, we have our mini Gap and School Leaver Fair which allows students from both year groups to engage with employers and organisations offering a variety of employment and volunteering opportunities. All Year 12 students participate in Morrisby Online completing the Aspirations and Study Interests questionnaires, linking their interests and abilities to specific courses and careers; the report and action plan form the basis of HE and future plans discussions with their tutor. There is a trip for the whole year group to the UCAS HE Convention and for those who express an interest, the opportunity to attend the Oxford & Cambridge Conference or King's Explore. During the Summer Term, the compulsory Careers and Universities Day provides a range of activities to ensure that students are fully supported regarding the requirements necessary to make successful applications whatever their progression route at 18+. The UCAS Next Steps Day takes place in the Summer Term and includes optional workshops for those considering Oxford or Cambridge or Art Foundation. Individual support is available for those planning to apply to Conservatoires for Music and Drama courses and for those applying to study overseas. All students register with UCAS apply and start their university application. This is followed by the Personal Statement Workshop delivered by the Life

Skills Company. In Year 13 students continue to receive advice from their form tutor, subject specialists and the HE and Careers team and are given guidance to prepare for interviews and admissions tests.

Provision is personalised and differentiated as appropriate to meet the needs of individuals - those who decide to apply for school leaver programmes, take a Gap Year or make a post A level application will be fully supported at every stage. The JAGS alumnae network offers valuable support to current students and we can put students in touch with alumnae to find out more about a course, university or career sector. Alumnae and 'Friends of JAGS' provide support such as work shadowing opportunities and practice interviews. Students can drop in or make appointments with any staff within the JAGS Careers and Higher Education team.

4. Careers & Higher Education Roles

- 4.1. Many members of staff/tutors/Heads of Departments assist with careers and higher education provision at different times throughout the year by offering specialist advice and by disseminating information to pupils. Some staff take a more active role and the invaluable contributions they make are detailed as follows.

Head of Careers	Lara Brookes	Manages the implementation of the careers program
Deputy Head of Sixth Form, Higher Education and Sixth Form Careers	Liz Allan	Manages the HE and Sixth Form Careers Programme. Provides IAG to pupils through school regarding University admission, Degree and Higher Apprenticeships and the range of progression routes at 18+ (PGCCE, CDI member and UCAS SEAG)
Oxford and Cambridge Coordinators	Tracy Walton Anna Parish	Specific advice guidance and support for applications pre- and post A Level
Overseas University Adviser	Tom Cannon	Applications to Overseas Universities ^(SEP)
HODS and Subject Specific Advisers		Each curriculum subject has a specialist teacher who provides assistance with advice including Law & Medicine.
External Careers Provider	EC Careers Emma Marie Fry Catrien Akkerman	Provider of psychometric profiling, impartial and independent pupil careers advice and guidance interviews, and specialist Adviser support for careers events,

5. Monitoring and Review

- 5.1. The responsibility for the management and monitoring of CEIG lies with the Head of Careers with significant input the Deputy Head of Sixth Form. The Head of Careers and Deputy Head of Sixth Form meet weekly to plan, implement and evaluate careers initiatives within the school. Planning, review and monitoring of events for specific year groups also involves the Heads of Years. The responsibility for administering the university application process (UCAS APPLY) lies with the Deputy Head of Sixth Form. The Head of Sixth Form and the Sixth Form Tutors play an important role with these years.
- 5.2. The Headmistress and wider Senior Leadership Team provide support with UCAS and other Higher Education applications, as required. All staff assist with advice when their experiences and expertise are relevant. Through the Deputy Head of Sixth Form, the guidance given to pupils by Subject Advisers is annually reviewed.
- 5.3. An Annual review is conducted with EC Careers, our external sources of independent and impartial careers advice and guidance provision. The timing schedule and implementation of psychometric testing, impartial careers guidance interviews and follow-up pupil careers guidance reports are considered along with the use of Career Advisers to support specific events.

6. Supporting Documentation

- 6.1. The Careers Policy should be read in conjunction with these documents:
 - JAGS Timetable for Careers & Higher Education Advice and Guidance
 - JAGS Guide to Work Placements and Work-Related Experiences
 - Sixth Form Careers and Higher Education Programme Leaflet
 - Oxbridge Provision
 - <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>