



## CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

[This policy applies to the whole school.](#)

### 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 schools and guidance for further education colleges and sixth form colleges (DfE January 2023) and Section 42A, 42B, 45 and 45A of the Education Act 1997. Section 72 of the Education and Skills Act 2008. Schedule 4 (15) of the School Information (England) Regulations 2008. Students engage with careers guidance facilitates through participation in high-quality learning and employer interactions to:

- recognise their strengths/skills and build on them
- envisage a desirable but attainable lifestyle
- set achievable goals
- work out what is important to them
- focus on the future
- access opportunities

### 2. Aim

- 2.1. JAGS provides Careers Education, Information, Advice and Guidance informed by the 8 Gatsby Benchmarks. These are

1. A stable career programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education
8. Personal guidance

- 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, fitting with their aspirations
- for students to recognize the value of their British education and help them develop awareness of careers that utilize their skills and talents to be the innovators, creatives, entrepreneurs and leaders for the future
- To nurture aspirations for lifelong learning and 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
- To encourage students to explore future careers through planned, subject specific/related, promotion of careers.

### 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 2 where pupils take part in a Careers' Week, during which parents and visitors come into school to speak with our pupils about careers. From Key Stage 3 during PSHCE lessons, pupils develop key skills such as making lifestyle choices, managing finances, and staying safe online. In Years 7 – 9 students engage in a range of activities including seminars, external speakers and trips. They are introduced to Unifrog where students are guided in identifying personal strengths and encouraged to recognize how transferable skills are valued by employers.
- 3.2. Students are supported through the GCSE decision-making process in Year 9 through the use of Unifrog research software, with personality-based career suggestions.
- 3.3. Through Curriculum Plus (JAGS Co-Curriculum courses) students will explore the contemporary world of work. The course includes meeting employers, working with online platforms to track their skills and learning, and preparing for job applications and interviews.
- 3.4. Year 10 & 11 students continue their careers education within PSHCE, covering topics including CV writing. 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 and 18+ Choices Day.
- 3.5. During their GCSE years all pupils are introduced to EC Careers, an Independent Schools

Careers Service offering impartial information, advice and guidance. Pupils take online psychometric profiling tests, designed to identify abilities, aptitudes, personality traits and interests. Students receive a detailed report and an impartial careers guidance interview which identifies their strengths and actions to further their vocational aspirations. 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.

- 3.6 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, Morrisby and Unifrog 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.
- 3.7 Careers and Higher Education talks with JAGS staff and external speakers are included in the Sixth Form lecture programme allowing pupils to hear from a range of speakers to inform their educational and occupational decision-making. In the Spring Term, Year 12 students take part in the compulsory Careers and Universities Day. This 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, Cambridge, Medicine, Veterinary Medicine or Dentistry or Art Foundation. Individual support is available for those planning to apply to Conservatoires for Music and Drama courses, applying to study overseas, or considering applying for an Apprenticeship. 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.
- 3.8 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 staff within the JAGS Careers and Higher Education team at any time.

## Careers & Higher Education Roles

- 3.6. 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, SSLP Deputy Director	Lara Brookes	Manages the implementation of the careers program
Deputy Head of Sixth Form, Higher Education and Sixth Form Careers RCDP	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+ (UCAS AAG )
Oxford and Cambridge Coordinators	Emma Hubble James Crowther	Specific advice, guidance and support for applications pre- and post A Level
Overseas University Adviser  USA College Counselor	Rachel Barnes  Yesenia Castelan	Applications to Overseas Universities <sup>[T]</sup> <sub>SEP</sub>  Support for students applying to study in the USA
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	Provider of psychometric profiling, impartial and independent pupil careers advice and guidance interviews, and specialist Adviser support for careers events,

## 4. Monitoring and Review

- 4.1. The responsibility for the management and monitoring of CEIAG 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.
- 4.2. The Head 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.
- 4.3. 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.
- 4.4. The team work in partnership with other agencies and organisations, such as the SSLP, InvestIn, GAIN, Women of the Future
- 4.5. All students in the senior school use Unifrog to track their skills progression

## 5. Supporting Documentation

- 5.1. 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
  - DfE [Careers guidance and access for education and training providers](#)