

Habs

HABERDASHERS'
ELSTREE SCHOOLS

Careers Education, Information and Guidance Policy

Regulation	ISSR 2(e)
Approval Committee	TLCC
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1 Related Information

1.1 Statutory Guidance

This statutory policy has been reviewed in accordance with the following ISI Commentary:

2(e) Careers education

- (i) Careers guidance must be presented in an impartial way.
- (ii) The guidance must enable pupils to make informed choices about a broad range of options open to them.
- (iii) The guidance must help to encourage pupils to fulfil their potential.
- (iv) The school should be able to demonstrate that its approach to careers guidance is likely to have the effect of enabling pupils to make informed choices from amongst the different sorts of careers that can be available to school leavers generally.

And with:

The Gatsby Benchmarks of best practice:

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

1.2 Supporting Documents

The following related information is referred to in this policy:

Careers guidance and access for education and training providers July 2021 (DfE)
Appendix A – Careers Programme at The Haberdashers’ Boys School
Appendix B – Careers Programme at The Haberdashers’ Girls School
PSHCEE Policy (Boys’ School)
PSHCE Policy (Girls’ School)

1.3 Terminology

Head, where not explicitly defined, means either the Head of the Girls’ School or the Head of the Boys’ School.

Old Haberdashers refers to former students of the School.

Parents includes one or both parents, a legal guardian, or education guardian.

Schools means Haberdashers’ Aske’s Elstree Schools Limited as Trustee of Haberdashers’ Aske’s Charity trading as Haberdashers’ Girls’ School **and/or** Haberdashers’ Boys’ School, as now or in the future constituted (and any successor).

Student or **Students** means any student or students in the Schools at any age.

2 Vision and Values

The Schools place great value on education with a global perspective that will prepare Students for the challenges of their future lives. They recognise that in a world of rapidly changing employment opportunities, Students need to be given comprehensive information, experience and understanding of the world of work. They also recognise that Students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and appropriate aspirations for their own future. Working collaboratively where possible, Haberdashers' Boys' and Girls' Schools seek to prepare Students for a world which demands flexibility, creativity and resilience.

As part of the Schools' commitment to the broadest and fullest education for every one of its Students, each Student is entitled to an effective programme of careers education, information, advice and guidance (CEIAG) at appropriate phases of his/her progress through the Schools.

The CEIAG programme at each School has a direct aim to encourage the exploration of suitable career paths, leading each Student to make sound and measured career decisions.

The programme will also help Students to:

- Get to know themselves better
- Develop a sense of initiative, resource and enterprise
- Develop their skills of working with and leading others.

They can thus make more informed choices when taking important decisions and are able to move more smoothly to new situations.

Each School has designated members of staff responsible for overseeing the programme, with staff working closely together to ensure collaboration and alignment where this is mutually beneficial.

We are able to call extensively upon a developed network of Old Haberdashers, Parents, armed services liaison offers and visiting speakers from universities and the worlds of industry and commerce. However, it is an important expectation that, within this structured and supportive framework, Students will develop and then act on their initiative for individual research.

3 Aims

The aims of the Careers Education, Information, Advice and Guidance programme are to:

- Foster self-evaluation in order that Students will learn about themselves: their interests, abilities, their personal qualities and what influences their decisions
- Encourage career exploration by providing quality and up-to-date information about the world of learning and the world of work
- Promote career management by asking Students to take responsibility for their own career decisions and encourage realistic and flexible individual higher education and career paths

- Prepare Students to manage change and transition in a fast-moving world through their own sense of initiative and enterprise, seizing new opportunities and managing unexpected change with success.

4 Learner Entitlement

Every Student is entitled to high quality career education and guidance as part of their overall education. Students are able to access impartial careers guidance and information regarding all pathways, not just Higher Education.

An outline of each School's CEIAG provision can be found in Appendix A (Boys' School) and Appendix B (Girls' School).

5 Roles and Responsibilities

5.1 Governing Board

The governing board must have regard to the statutory guidance to ensure that high-quality careers guidance is provided to Students.

5.2 Head and Senior Management Team

It is the responsibility of the Head and Senior Management Team of each School to establish and review the policy on CEIAG, to monitor the application of the policy and to seek to ensure that activities undertaken by Students are safe, and to review outcomes of the policy regularly and update it as appropriate. They also establish the framework for CEIAG, ensure that it develops in the Schools and monitor and review its effectiveness. They will:

- Ensure the place of CEIAG within the structure of the timetable and the School year
- Ensure that there is adequate time available for CEIAG
- Ensure that there is guidance and impartial advice available to Students about their future destinations
- Monitor and assess the quality and effectiveness of CEIAG
- Review the policy and consider changes as appropriate.

5.3 Operational responsibilities

An outline of operational responsibilities within each School can be found in Appendix A (Boys' School) and Appendix B (Girls' School).

6 Staff Development

All staff are expected to contribute to the career learning and development of Students in their different roles. To meet the training needs that arise from this, the Schools will encourage colleagues to attend relevant external events and provide INSET sessions as and when necessary.

7 Stakeholders and Partners

7.1 Parents/Carers

We recognise the important role that Parents have in their child's career development and involve Parents through regular information evenings, the production of parent handbooks and through parent meetings when required.

7.2 Careers Support Agencies

The Schools will work with outside agencies, e.g. Morrisby and UniFrog, where appropriate and where this can add value to our provision.

7.3 Employers, Community Partners and Learning Providers

The Schools are committed to collaborative working and place great value on their links with employers, Old Haberdashers, Higher Education providers and apprenticeship providers. Employers and Higher Education providers are regularly invited into the Schools to participate in careers and Higher Education events, and our Old Haberdashers' network is a valuable source of expertise and guidance. We also have links with a number of employers both across Hertfordshire and in London, who provide our Students with work experience opportunities.

8 Practical Considerations

In order to ensure that all Students access the careers curriculum it is important that there is a wide range of resources available. The Schools aims to resource careers provision at the level needed by the Students.

8.1 Funding and Resourcing

Each School has its own budget for Careers and Higher Education which is reviewed annually.

9 Monitoring and Review

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

This review will include monitoring of:

- Feedback from Students, Parents, visitors, Old Haberdashers, work experience providers and destinations
- A statistical analysis of destinations.

Appendix A

Haberdashers' Boys' School

CEIAG Programme

- The CEIAG programme for each year group is reviewed annually and updated by the Head of Careers and the Head of University Applications.
- In Years 7 – 11, careers education is delivered by form tutors through the PSHEE programme using Jigsaw resources.
- In Year 10, Students
 - have the opportunity to take a careers profiling test
 - have dedicated form time focused on CV writing, with all Year 10 Students expected to submit a CV to the Head of Careers by the end of the Summer Term, and receive feedback on this
 - are encouraged to participate in relevant work experience opportunities, which are advertised regularly
- In Year 11, Students
 - have a one-to-one meeting with a senior member of staff to discuss post-GCSE options
 - complete face-to-face and/or virtual work experience
- In Years 10/11, Students attend the School Careers Convention and are invited to compete in our 'Dragons' Den' competition* to encourage entrepreneurship (these take place in alternate years).
- In Year 12, Students are offered networking breakfast opportunities*, talks and workshops on degree apprenticeships and a UCAS preparation programme.
- In Year 13, Students continue to receive advice and guidance with their university and/or apprenticeship applications, and on making the transition to higher education or employment.
- Students in Years 12 and 13 complete the 'Habs Diploma'*, which includes a weekly visiting speaker programme, and completion of four elective courses per year, designed to broaden horizons and develop interests away from the curriculum.

Operational responsibilities

Head of Careers and Head of University Applications

The Head of Careers and Head of University Applications are responsible for the practical implementation of the CEIAG Policy at the Boys' School, for encouraging the development of CEIAG across the curriculum and for liaison with outside agencies and further education providers.

The Head of Careers will:

- Liaise with Heads of Section, Form Tutors and the Head of PSHEE to ensure the development and delivery of appropriate CEIAG programmes for Years 7 – 13
- Manage the annual Morrisby Vocational Guidance Profiling or equivalent
- Oversee work experience and promote relevant opportunities
- Organise exciting and innovative events which will inspire the Students and open their eyes to a range of career opportunities
- Liaise with The Foundation to invite Old Haberdashers to participate in talks, workshops and events
- Provide information and guidance on gap year opportunities
- Support degree apprenticeship applicants through the application process

- Publicise career experience courses, summer school programmes, work experience opportunities and provide information and guidance regarding internships, apprenticeships and school leaver programmes.

The Head of University Applications will:

- Ensure the smooth running of the university application process, providing information and guidance to Students and Parents regarding opportunities in higher education and the application process
- Liaise with a team of university application advisers to assist in this process
- Manage the delivery of the L6 and U6 Higher Education programme
- Ensure that the School provides guidance on, and supports entry to, higher education in the United States and other overseas universities
- Monitor the development of links with Old Haberdashers and universities that will enhance the School's higher education advice to all Students, as appropriate
- Liaise with the Head of Sixth Form to communicate matters concerned with university entrance directly to Parents and Students
- Train Form Tutors to write UCAS references.

Head of Section/Heads of Department/Heads of House/Form Tutors

The responsibility of Heads of Section, Heads of Department, Heads of House and Form Tutors is to ensure that:

- Through the assessment, feedback and reporting of Students' achievement, Students are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic decisions about future careers, training and higher education
- All Students are given guidance and mentoring to promote high aspirations and good work habits
- Parents are involved in their son's choices on careers, training and future education.

* indicates events and initiatives that are run collaboratively across the Boys' and Girls' Schools.

Appendix B

Haberdashers' Girls' School

CEIAG Programme

- The CEIAG programme for each year group is reviewed annually and updated by the Head of Sixth Form and the Careers and Higher Education Adviser
- In L4 – U5, age-specific careers' education is delivered through the PSHCE programme by Form Tutors, external speakers and the Careers and Higher Education Adviser
- In L5, Students:
 - start to consider their higher education choices
 - are guided in making their GCSE choices with the opportunity to hear from older Students to help them make informed choices.
- In M5, Students:
 - take a careers' psychometric profiling test
 - are encouraged to participate in relevant work experience opportunities, whether virtual or in-person. Opportunities are advertised regularly to students from M5 onwards.
- In U5, Students:
 - are guided in making their A Level choices, with the opportunity to hear from older Students to help them make informed choices
 - have a one-to-one meeting with a senior member of staff to discuss their A Level options.
 - are given guidance on employability skills e.g. CV writing and interview skills
 - continue to be encouraged to participate in relevant work experience.
- In Years M5/U5, Students are invited to attend the Boys' School Careers Convention and to compete in our 'Dragons' Den' competition* to encourage entrepreneurship (these take place in alternate years)
- In L6, Students:
 - are invited (together with Parents) to an Introduction to Higher Education evening in the Autumn term* and a more detailed Higher Education evening* in the Spring term
 - have a one-to-one meeting with the Careers and Higher Education Adviser in the Spring term to help them start to focus and support them with their post-School choices
 - have a one-to-one meeting with the Head of Oxbridge Applications in the Spring term if they are considering making an Oxbridge application
 - are invited to networking breakfast opportunities*, specific sector careers' conferences organised by Haberdashers' Futures*, talks on degree apprenticeships, talks on overseas' universities and a series of talks given by Old Haberdashers for Students to find out more about potential degree courses and university life
 - attend an extensive UCAS preparation programme.
- In U6, Students continue to receive advice and guidance with their university and/or apprenticeship applications, and on making the transition to higher education or employment
- Students in L6 and U6 complete the 'Habs Diploma'* , which includes a weekly visiting speaker programme, completion of four elective courses per year, an extended research project and community service, all designed to broaden horizons and develop interests away from the curriculum.

Operational responsibilities

Careers and Higher Education Adviser

The Careers and Higher Education Adviser is responsible for the practical implementation of the CEIAG Policy at the Girls' School, for encouraging the development of CEIAG across the curriculum and for liaison with outside agencies and further education providers. The Careers and Higher Education Adviser is overseen and line-managed by the Head of Sixth Form.

The Careers and Higher Education Adviser will:

- Liaise with the Head of PSHCE and Form Tutors to ensure the development and delivery of appropriate CEIAG programmes for L4 to U5
- Manage the annual M5 psychometric test
- Encourage work experience and promote relevant opportunities
- Organise exciting and innovative events which will inspire the Students and open their eyes to a range of career opportunities
- Liaise with The Foundation to invite Old Haberdashers to participate in talks, workshops and events
- Provide information and guidance on gap year opportunities
- Support degree apprenticeship applicants through the application process
- Publicise career experience courses, summer school programmes, work experience opportunities and provide information and guidance regarding internships, apprenticeships and school leaver programmes
- Ensure the smooth running of the university application process, providing information and guidance to Students and Parents regarding opportunities in higher education and the application process
- Liaise with the Head of Oxbridge Applications, the Head of Medical Applications, Heads of Department, Enhancement teachers and Form Tutors to assist in this process
- Manage the delivery of the L6 and U6 Higher Education programme.
- Ensure that the School provides guidance on, and supports entry to, higher education in the United States and other overseas' universities
- Monitor the development of links with Old Haberdashers and universities that will enhance the School's higher education advice to all Students, as appropriate.
- Liaise with the Head of Sixth Form to communicate matters concerned with university entrance directly to Parents and Students
- Train Form Tutors to write UCAS references.

Head of Oxbridge Applications and Head of Medical Applications

The Head of Oxbridge Applications and Head of Medical Applications will support those applying to Oxbridge/for Medicine, Dentistry or Veterinary Science (MDVS) by:

- Providing information and guidance to Students considering an Oxbridge/MDVS application
- Supporting those who apply to Oxbridge/for MDVS with their application, including arranging practice interviews
- Communicating with Sixth Form Students and Parents to explain the School's provision of assessment test preparation and any external additional test preparation that the School may be offering.

Heads of Department, Enhancement teachers and Form Tutors

The responsibility of Heads of Department, Enhancement teachers and Form Tutors is to ensure that:

- Through the assessment, feedback and reporting of Students' achievement, Students are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic decisions about future careers, training and higher education.
- All Students are given guidance and mentoring to promote high aspirations and good work habits.
- Parents are involved in their children's choices on careers, training and future education.

* indicates events and initiatives that are run collaboratively across the Boys' and Girls' Schools.