Croydon High School
CAREERS, EDUCATION & GUIDANCE POLICY
(Senior School)

Introduction & Context

Croydon High School provides pupils with careers education and guidance to support their preparation for working life in accordance with government policy, and in line with the Gatsby Benchmarks. We aim to develop their knowledge, understanding and experience of opportunities in education, training and employment in order to give them the skills to make informed decisions.

This policy has been drawn up with reference to the following documents:

- Good Career Guidance: Reaching the Gatsby Benchmarks (2014);
- Careers Strategy (Dec 2017);
- Revised Statutory Guidance (Jan 2018);
- Revised FE Guidance (Feb 2018);
- Revised CDI Framework (March 2018);
- Careers and Enterprise Company's Implementation Plan (March/April 2018);
- Quality in Careers Standard Consultation.

Rationale

There is no compulsion for independent schools to adhere to statutory careers guidance. Nevertheless, this guidance represents good practice standards in relation to Careers Education and Guidance (hereafter, CEG). At Croydon High, therefore, we follow it in order to ensure that we are encouraging pupils to consider all future possibilities, to aim high, to take advantage of opportunities both inside, and outside school and to become informed about education, training and career options. Croydon High School has taken the benchmarks made explicit in 'Good Career Guidance: Reaching the Gatsby Benchmark (2014)' as the cornerstone of our CEG provision.

A coherent and comprehensive CEG programme should equip pupils with the ability to assess their current strengths, consider areas for development, research current and future opportunities and acquire the employability skills valued by employers. The rationale for CEG at Croydon High School is enshrined in the school's mission statement that states that we are 'providing opportunities in and out of the classroom which helps pupils understand their roles and responsibilities as global citizens.'

Aims

Our aims are to help pupils to develop the skills to manage their own careers by:

i. helping them understand their abilities, skills and interests better.

ii. supporting them in learning the skills which are necessary to make effective decisions.
iii. enabling them to manage change both in new roles and in new situations.
iv. assisting them in making choices about career paths and continuing education and training.
v. ensuring that they are aware of education, training and career opportunities.

The School's Commitment to CEG

Croydon High School is committed to providing a planned programme of Careers Education for all pupils which is delivered throughout the curricular and co-curricular offer. We ensure that CEG meets professional standards of practice and is pupil-centred, impartial and confidential, when necessary.

The need for professional standards has been recognised by:

i. the appointment of a Head of Careers who has a Certificate in Leading and Managing Careers in Education (Cambridge University);
ii. our partnership with EC Careers who provide a source of professional, impartial and confidential advice for all our Year 11 pupils;
iii. our adherence to the PSHE Association Guidelines in the development of our PSHE curriculum.

Pupils' entitlement to Careers Education and Guidance will be met by:

i. A planned programme of careers education and guidance which will include working in partnership with EC Careers;
ii. Access to information from external contacts about the world of work and educational, vocational and training opportunities;
iii. Encouragement to take part in work experience and opportunities to attend careers experience courses;
iv. Access to impartial individual guidance when it is requested. Individual guidance is offered to every girl by from Year 9 upwards, especially at important transition stages;
v. Opportunities to review and record achievements and implement and evaluate future plans through the use of 'Fast Tomato' and the 'Futurewise' websites.
vi. Co-operation with parents and guardians at Parents' Evenings and opportunities to be actively involved in Careers Convention, Work Experience and Career Talks.

Key Learning Outcomes:

Key Stage 1&2	At the end of this stage pupils should be able to:
• Understand that school education leads towards employment, a career path and lifelong learning; • name and describe a number of careers;	

- Generate and ask questions of adults to gain information about a particular career.;
- articulate choices and preferences in relation to future choices and career path.

Key Stage 3	At the end of this stage pupils should be able to:

- Understand themselves and the influences on them (self-awareness);
- Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities;
- Develop a positive self-image;
- Use information handling and research skills to select and evaluate careers information relevant to their needs;
- Make informed decisions about their GCSE options.

Key Stage 4	At the end of this stage pupils should be able to:

- Build on the assessment of their achievements, qualities, aptitudes and abilities made at the end of Key Stage 3;
- Identify and use a variety of careers information and understand the options open to them;
- Feel confident about planning for post-16 options;
- Recognise and respond to the main influences on their attitudes and values related to learning, work and opportunity;
- Add to their knowledge and understanding and develop more detailed educational/career plans;
- Successfully complete a work placement to improve their employability and understanding of the workplace;
- Justify and critically compare the options available to them;
- Understand what employers look for and appreciate their rights and responsibilities;
- Take factors related to the quality of life and financial well-being into consideration when making decisions about the future.

Key Stage 5	At the end of this stage pupils should be able to

- Critically assess their achievements in order to set realistic goals and identify areas for development;
- Recognise and respond to the main influences on their personal views, attitudes and behaviour;
- Understand relevant application processes and be able to select and present personal information to make successful applications;
- Assess and manage risks relating to personal financial, enterprise and career choices;
- Take informed decisions about the next stage of their lives and feel confident about planning for post 18 options;
- Organise further relevant volunteering and/or work experience.

During their Sixth Form Career, pupils will be supported by our unique Pathways Mentoring Programme Pathways Mentoring Programme (PMP). It is a scheme aimed at supporting career readiness exclusively for the Lower Sixth. Designed to prepare the girls for a fulfilling professional life, the PMP gives pupils the time and resources needed to explore their chosen career areas fully.

The pathways vary each year but they usually include:

- Business and Finance;
- Creative Arts;
- International Relations, Politics & Civil Service;
- Law;
- Medical, Veterinary & Biochemistry;
- Media & Communications;
- Open (for those who want to explore multiple options);
- STEM.

Provision

Careers Education is primarily delivered through PSHE lessons in Years 7 to 11 and through the tutorial and pathways programmes at Sixth Form. Delivery is carefully structured to ensure that pupils gain the guidance, knowledge and skills appropriate to their age range. The CEG programme promotes equality of opportunity and inclusion including providing enrichment opportunities in areas where women are under-represented. The full schemes of work can be found in separate documents.

All staff are expected to contribute to the CEG programme through their roles as subject teachers and Form Tutors. Individual subject departments are encouraged to relate their subject to the world of work and so they regularly invite former pupils, working parents

and local employers into the classroom. Additional information can be found in the Subject Audits.

The CEG programme is further enhanced by an annual calendar of careers events aimed at developing the understanding of pupils and parents in relation to the world of education, employment and training. This includes biennial 'Careers Conventions', 'Take Your Daughter to Work Day', 'GDST Insight Events' and the 'Careers Masterclass Evening'.

Partnership Arrangements
We have links with a number of outside agencies and an excellent support network within the GDST. We also have support from:

i. EC Careers: Ms Emma-Marie Fry;
ii. Unifrog: Anna Barker.

Other Partners
We seek regular involvement from a range of other organisations to enhance the CEG programme and strengthen business/education links. These include:

i. Local/regional employers;
ii. Croydon High School Alumnae;
iii. GDST Alumnae Network;
iv. GDST Career Start;
v. The Universities of Cambridge, Oxford, Leicester Sussex and KCL.

Parents
Parents have a key role in helping pupils make informed decisions about their future. Links with parents are maintained by use of letters and through a half-termly bulletin, 'Careers Link'.

Responsibility: Head of Careers
Reviewed: Summer 2019
Next Review: Summer 2020