



**Croydon High School GDST**  
**Whole School Careers Education, Information, Advice & Guidance (CEIAG) Policy**

**Responsibility:** Head of Progression & Futures  
**Last review:** September 2021  
**Next review:** September 2023

This policy informs practice in the Senior and Junior Departments of the 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 pupils' 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 (Gatsby Foundation, 2014);
- Careers Strategy: Making the Most of Everyone's Skills and Talents (Department for Education, 2017);
- Careers Guidance and Access for Education and Training Providers (Department for Education, 2018);
- Career Development Framework (Career Development Institute, 2018);
- Careers Strategy Implementation Plan (The Careers and Enterprise Company, 2018);
- and,
- Guide to the Quality in Careers Standard (Quality in Careers Consortium, 2019).

**Rationale**

It is not mandatory for independent schools to adhere to statutory careers guidance. However, this framework represents good practice standards in relation to Careers Education, Information, Advice and Guidance (hereafter, CEIAG). Therefore, at Croydon High, we follow statutory guidance 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 opportunities. Croydon High has taken the benchmarks made explicit in 'Good Career Guidance: Reaching the Gatsby Benchmark' as the cornerstone of its CEIAG provision.

The Gatsby Benchmarks are as follows:

1. A stable careers 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; and,
8. Personal guidance.

A coherent and comprehensive CEIAG programme should equip pupils with the ability to assess their current strengths, consider areas for development, research current and future opportunities, and acquire the skills valued by employers. While the Gatsby Benchmarks provide the foundation of Croydon High's CEIAG provision, we aim to go above and beyond by leveraging our network and other resources to provide tailored support to our pupils, enabling them to reach their full potential. In particular, Croydon High, in line with its 'Every girl, Every day' mantra, places particular emphasis on Gatsby Benchmark 8 (personal guidance) and seeks to provide individual guidance and advice at key junctures during pupils' time with us.

### **Aims**

The aims of CEIAG at Croydon High School are to help pupils to develop the skills to manage their own careers by:

1. helping them understand their abilities, skills and interests;
2. supporting them in learning the skills which are necessary to make effective decisions;
3. enabling them to manage change in new roles and in new situations;
4. assisting them in making choices about career paths and continuing education and training; and
5. ensuring that they are aware of education, training and career opportunities.

### **Careers Provision in the Junior School**

The National Foundation for Educational Research (NFER) states that, 'Children begin to form stereotypes about occupations, careers and universities from the age of six,' and at Croydon High Junior School we embarked on our mission to challenge those stereotypes over 5 years ago with the introduction of our Junior Careers in the Classroom Programme.

It is a long-established ethos at Croydon High Juniors, whilst academic qualifications are essential, the future success of our pupils depends on so much more. Each year we choose a theme for our annual Careers in the Classroom week. Previous themes include Engineering her Future, STEM and 'Every Girl, Every Tech'. Last year, the focus was based on the key skills we introduced as part of our Curriculum Review which came from the World Economic Forum findings. Many of the careers our pupils will choose do not yet exist. Therefore, it is our role as educators to ensure that we are preparing them for their future to ensure they are 'real-world ready'.

Our Careers in the Classroom weeks centre around activities which teach pupils about resilience, problem solving, collaboration, emotional intelligence, and creativity. We are also visited by parents from a range of industries and workplaces to provide an insight into the real world of work and how they apply skills within our curriculum to their professions and jobs.

## **The Senior School's Commitment to CEIAG**

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

The need for professional standards has been recognised by:

1. The appointment of a Head of Progression and Futures who acts as the designated CEIAG lead;
2. Our use of the Unifrog platform to provide information to pupils about their future options;
3. Our adherence to the PSHE Association Guidelines in the development of our Citizenship and Wellbeing curriculum; and,
4. Our observance of the Gatsby Benchmarks, and other industry guidance, in designing our CEIAG programme.

Pupils' entitlement to CEIAG will be met by:

- A planned CEIAG programme, which will include use of the Unifrog platform as appropriate;
- Access for pupils to information from external contacts about the world of work and educational, vocational and training opportunities;
- Encouragement for pupils to take part in work experience and other external opportunities to learn about the world of work;
- Access to impartial individual guidance from the Head of Progression and Futures and other members of staff when required, especially at important transition stages;
- Opportunities to review and record achievements and implement and evaluate future plans through the Unifrog platform; and,
- Co-operation with parents and guardians at Parents' Evenings and through opportunities to be actively involved in careers events offered to pupils.

## **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;
- Formulate and ask questions of adults to gain information about a particular career, education or training opportunity; and
- Articulate preferences in relation to future choices and career paths.

### **Key Stage 3 (Years 7 to 9)**

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

- Have an awareness of the employment landscape and be able to use labour market vocabulary with confidence;
- 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; and
- Make informed decisions about their GCSE options.

### **Key Stage 4 (Years 10 and 11)**

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 sources 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 of future options and develop more detailed educational/career plans;
- Successfully complete a work placement, or other meaningful work experience, 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; and,
- Take factors related to quality of life and financial wellbeing into consideration when making decisions about the future.

### **Key Stage 5 (Sixth Form)**

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;
- Make informed decisions about the next stage of their lives and feel confident about planning for post-18 options; and,
- Organise further relevant volunteering and/or work experience to support their ambitions for the future.

## **Provision**

### **Our Careers Education Programme**

There is a comprehensive plan for the delivery of careers education, which makes provision for pupils from Year 7 to Upper Sixth. Each Year Group has a particular focus in order to develop careers understanding and support pupils' future plans.

The focus for each Year Group is as follows:

- Year 7 – What is a career and jobs of the future. Introduction to the concept of a career and to labour market vocabulary.
- Year 8 – ‘Squiggly careers’. Explaining how careers are not necessarily linear and traditional career models are changing.
- Year 9 – Decision making and self-awareness. Considering how GCSE choices might impact on future plans and learning about the influence of personality traits and interests on career choices.
- Year 10 – Employability and skills. Learning the key skills that employers look for and how to develop and demonstrate them.
- Year 11 – Writing your own story. Starting the journey towards Sixth Form and beyond and supporting A level decision making in the context of future plans.
- Lower Sixth – Pathways. Tailored support and mentoring for post-18 decisions.
- Upper Sixth – ‘Real World Ready’. Support to succeed in life after school, whichever route is chosen.

The programme has been carefully structured to ensure that pupils gain the guidance, knowledge, and skills appropriate to their age range and in a timely manner to support post-16 and post-18 decision making.

The full programme is set out in the Progression Strand Overview document.

### **One-to-One Mentoring & Support**

For Years 7-9, careers education is primarily delivered through Citizenship and Wellbeing lessons. From Year 9 onwards, pupils are allocated a Personal Progression Adviser. Personal Progression Advisers are senior members of the teaching staff who provide dedicated one-to-one mentoring for pupils from Year 9 to 11. In this way, each pupil has a ‘champion’ within the School, and someone outside their Year Group staff who can provide them with support and advice. Pupils are invited to reflect on their meetings with their Personal Progression Adviser in their ‘My Progression and Futures Journey’ booklet, and parents are also invited to review and comment on their child’s progress.

Year 9-11 pupils also have regular contact with the Head of Progression and Futures. In Year 9, there are small group sessions, where pupils can discuss and explore their career ideas and learn more about different options. In Years 10 and 11, pupils have one-to-one sessions with the Head of Progression and Futures to find out more about their ambitions so they can be provided with tailored resources to find out more and focus their research.

More information about how and when one-to-one mentoring is delivered can be found in the ‘Personal Progression Adviser Explainer’.

### **Embedded Careers Education**

All Subject Teachers and Form Tutors are expected to contribute to the CEIAG programme in their interactions with pupils, including by relating subject teaching and school activities to careers. Departments are encouraged to invite former pupils, working parents and local employers into the classroom to support CEIAG.

Each Year Group has a Progression Strand Tutor, who has been selected to champion careers education. Progression Strand Tutors support the Head of Progression and Futures in promoting careers events and bringing opportunities to pupils' attention. They are also vital in keeping careers conversations going in the gaps between the main touch points.

More information about the role of Progression Strand Tutors can be found in the 'Progression Strand Tutor Explainer'. Each Year Group will have its own plan for careers activities, created by the Head of Year, the Progression Strand Tutor and the Head of Progression and Futures to fit with the learning objectives of the relevant Year Group.

### **Our Sixth Form Provision**

In the Sixth Form, pupils will be supported by our Pathways Mentoring Programme, which provides Lower Sixth pupils with one-to-one guidance on their post-18 decision making and career readiness. Designed to prepare pupils for a fulfilling professional life, Pathways gives pupils the time and resources needed to explore their options fully and make informed choices about their future, in which they feel confident. Sixth Form pupils are also encouraged to start developing their own network of contacts by connecting with GDST alumnae through Rungway and GDST Life.

### **Careers Events**

The CEIAG 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. Pupils benefit from events hosted by the School, and from events provided by the GDST and other schools within the GDST network. The CEIAG programme promotes equality of opportunity and inclusion, including by providing enrichment opportunities in education and career areas where women are under-represented.

### **Partnership Arrangements**

We have links with a number of outside agencies and an excellent support network within the GDST. We also have support from our Unifrog account manager.

### **Other Partners**

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

- local/regional employers;
- Croydon High School alumnae (Ivy Link);
- the GDST alumnae network (including Rungway and GDST Life for Years 12 and 13);
- GDST Career Start; and
- our contacts at various universities, including our Oxford and Cambridge link colleges.

### **Parents**

Parents play a key role in helping pupils make informed decisions about their future. Links with parents are maintained by use of letters and through articles in the School's weekly 'News Links' newsletter.