



Croydon High School GDST

Whole School Careers Education, Information, Advice & Guidance (CEIAG) Policy

Responsibility: Head of Progression & Futures

Last review: September 2023

Next review: September 2024

This policy informs practice in the Senior and Junior Departments of the School.

Introduction & Context

At Croydon High School, we believe in equipping our pupils with the necessary tools, knowledge, and experiences to confidently navigate their future career paths. Croydon High School's approach to careers education and guidance aligns with government policy and specifically adheres to the Gatsby Benchmarks. In formulating this policy, we have referenced the following key documents:

- Good Career Guidance: Reaching the Gatsby Benchmarks (Gatsby Foundation, 2014): The Gatsby Benchmarks guide our approach, emphasising key areas like real-world experience, interactions with employers, and tailored advice.
- Careers Strategy: Making the Most of Everyone's Skills and Talents (Department for Education, 2017): Emphasises maximising individual potential; directly correlates with the school's commitment to personalised growth and learning.
- Careers Guidance and Access for Education and Training Providers (Department for Education, 2018): Provides directives for Academic and Pastoral staff at Croydon High to facilitate career guidance, ensuring the school adheres to national guidelines while catering to individual needs.
- Career Development Framework (Career Development Institute, 2018): Offers a structured approach to career progression; complements the school's endeavour to provide a tailored growth path for every student. Our Head of Progression and Futures is a member of the CDI.
- Careers Strategy Implementation Plan (The Careers and Enterprise Company, 2018): Lays out actionable steps for CHS to implement career strategies, aiding the school in actualising its 'Every girl, Every day' mantra in the context of careers.
- Guide to the Quality in Careers Standard (Quality in Careers Consortium, 2019): Sets quality benchmarks for career guidance; ensuring CHS maintains a high standard in its tailored approach to career education and guidance.

Rationale

At Croydon High, we recognise the profound impact that effective Careers Education, Information, Advice, and Guidance (hereafter, CEIAG) can have on a pupil's future. While independent schools are not obliged to adhere to statutory careers guidance, Croydon High School recognises the value of established best practices in CEIAG. Our commitment lies in

fostering an environment where pupils are encouraged to explore all possibilities, harnessing both internal and external opportunities. The Gatsby Benchmarks serve as our foundation, especially emphasising Personal Guidance (Benchmark 8). Aligned with our 'Every girl, Every day' mantra, we prioritise individualised guidance, ensuring our pupils receive support tailored to their unique journey and ambitions.

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.

Aims

The aims of CEIAG at Croydon High School are:

1. To empower pupils with a clear understanding of their personal abilities, skills, and interests, fostering self-awareness.
2. To equip pupils with the skills necessary to make well-informed and effective decisions regarding their career paths.
3. To ensure pupils are exposed to a wide range of education, training, and career opportunities through events such as career fairs, workshops, and guest lectures.
4. To provide up-to-date, accurate, and impartial careers guidance in line with the ISI Framework.
5. To support pupils in adapting to new roles and situations, building resilience and adaptability.
6. To aid pupils in making informed choices about future educational pathways and vocational training.
7. To collaborate with parents, local businesses, and professionals to enrich the CEIAG experience and broaden students' perspectives.

Careers Provision in the Junior School

Croydon High Junior School acknowledges the significance of early career education, grounded in the insight from the National Foundation for Educational Research (NFER) which indicates that children begin to form notions and stereotypes regarding occupations, careers, and universities from as young as six.

At the heart of our mission, initiated over 5 years ago, is our "Junior Careers in the Classroom" Programme. Through this programme, we endeavor not only to challenge ingrained stereotypes but to create an environment where pupils, irrespective of age, are continually learning about the myriad possibilities the future holds.

While we firmly believe in the importance of academic qualifications, we recognise that our pupils' future success hinges on a broader skill set. Annually, we select a theme for our "Careers in the Classroom" week. Notable themes from previous years have encapsulated

various sectors such as 'Engineering her Future', 'STEM', and 'Every Girl, Every Tech'.

With the understanding that many professions our pupils might pursue do not currently exist, our most recent emphasis was on the pivotal skills highlighted in the World Economic Forum's research. As educators, it is our foremost duty to ensure that our students are adeptly prepared for an evolving future. We aim to ensure they step into the world equipped with both knowledge and adaptability.

The "Careers in the Classroom" weeks are structured to include an array of activities. These activities focus on ingraining essential life and career skills in pupils, such as resilience, problem-solving, collaboration, emotional intelligence, and creativity.

A crucial component of our approach is providing pupils with real-world insights. We have the privilege of hosting parents and professionals from diverse sectors. These guest speakers offer students a firsthand understanding of the vast professional landscape, helping them comprehend the practical application of skills they learn within the confines of our classrooms.

We strive to offer our pupils precise, current, and impartial careers guidance, helping them discern and pursue a wide array of career options. Our provision, starting from Year 6, will ensure we meet and even exceed the eight Gatsby Benchmarks of Good Career Guidance. The focus remains on ensuring our pupils are holistically prepared for the demands of the 21st century and beyond.

The Senior School's Commitment to CEIAG

Croydon High School is steadfast in its mission to equip students for a rapidly evolving 21st-century landscape, nurturing not only academic excellence but resilience, adaptability, and a keen foresight about future careers.

Our CEIAG program is systematically woven throughout both curricular and co-curricular activities, ensuring a holistic integration. Our approach is distinctly pupil-centric, impartial, and bound by confidentiality when warranted.

The need for professional standards has been recognised by:

1. Our dedicated Head of Progression and Futures who acts as the designated CEIAG lead.
2. The Unifrog platform is pivotal in furnishing students with real-time insights about future prospects, helping them to both make data-driven decisions and implement them.
3. Our curriculum, molded by the PSHE Association Guidelines, seamlessly integrates Citizenship and Wellbeing, cultivating a spirit of civic responsibility and personal wellness.
4. The Gatsby Benchmarks and other industry-specific guidelines fortify our CEIAG framework, aligning us with global best practices.

Pupils' entitlement to CEIAG will be met by:

- A structured and progressive CEIAG program, enhanced by the Unifrog platform.
- Networking opportunities with professionals, offering a panoramic view of diverse

industries. Such as the delivery of CareerStart programme and career talks from our alumni.

- Active encouragement for work placements, internships, and shadowing programs.
- Tailored guidance sessions, especially during pivotal transition phases, steered by the Head of Progression and Futures.
- Opportunities for students to document and reflect upon their achievements, aspirations, and goals via the Unifrog platform along with a dedicated Pathway mentoring programme.
- Collaborative sessions with parents during Parents' Information Evenings, fostering a triad of student-parent-teacher discussions about career aspirations.

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

This policy is crafted with the intent to equip our pupils with the knowledge, skills, and confidence necessary for the modern world. We ensure secondary pupils have access to current, unbiased career guidance, enabling them to make informed decisions about their future. As we prepare our Sixth Form students for adulthood, we consistently evaluate our careers guidance from Year 6 onwards, placing emphasis on adhering to the eight Gatsby Benchmarks of Good Career Guidance and incorporating 21st Century skills that anticipate the future of work.

Our well-structured careers programme from Year 7, progressing to Upper Sixth, ensuring timely guidance tailored to each year group's includes:

- **Year 7: *Introduction to Careers*** - Understand the idea of a career and explore potential future job roles, familiarising with labour market terms.
- **Year 8: *Evolving Career Paths*** - Insight into the changing nature of careers, highlighting that they're not always linear.
- **Year 9: *Choices & Self-Reflection*** - Contemplate how GCSE choices may influence future paths. Delve into how individual interests and personality can guide career decisions.
- **Year 10: *Building Employability*** - Learn about essential skills sought by employers, and methods to nurture and showcase these skills.
- **Year 11: *Planning Ahead*** - Initiate preparations for Sixth Form and beyond, aiding in A-level decisions with a future-oriented mindset.
- **Lower Sixth: *Diverse Pathways*** - Receive tailored support and mentorship for post-18

decisions.

- **Upper Sixth:** *Transitioning to the Real World* - Comprehensive guidance to thrive after school, regardless of the chosen path.

Our students' journey through each year ensures they receive the most relevant information and guidance suited to their age, seamlessly assisting them in post-16 and post-18 decision-making.

For a detailed insight, please refer to our 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 added value support and advice. Pupils are invited to reflect on their meetings with their Personal Progression Adviser and the Head of Progression and Futures, 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

At Croydon High School, the Sixth Form is not merely an extension of school life but a dedicated phase designed to shape students for adult life, their chosen careers, and their roles as global citizens.

1. The cornerstone of our Sixth Form support is the Pathways Mentoring Programme. Lower Sixth pupils are assigned mentors, ensuring that each student receives tailored one-to-one guidance. This guidance, grounded in impartiality and accuracy, equips pupils with the critical information they need for post-18 decision-making and introduces them to the expectations of professional life.
2. We recognise that informed choices stem from comprehensive knowledge. Hence, our programme is devised to allow ample time and resources for our pupils to delve deeply into their prospective paths, ensuring they make decisions anchored in confidence and clarity.
3. As part of our commitment to prepare students for the interconnected world of the 21st century, we promote and support their engagement with the wider GDST community. This involves linking them with GDST alumnae via platforms like Rungway and GDST Life, enabling them to begin forging valuable connections and insights into real-world professions.
4. Aligned with the eight Gatsby Benchmarks of Good Career Guidance, our curriculum and guidance strategies are explicitly tailored to address careers of the future. By embedding 21st-century skills within our curriculum, we ensure that our Sixth Form pupils are not only informed but also adaptable, innovative, and forward-thinking.

By prioritising these pillars, Croydon High School's Sixth Form provision guarantees that our students are not just ready for the next step but primed for a thriving adult 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.

Croydon High School is committed to forging stronger partnerships

- Active collaborations with external agencies and leveraging the expansive support network within the GDST.
- Periodic review meetings with our Unifrog account manager to ensure we're fully utilising its potential for the benefit of our pupils.
- Workshops and seminars facilitated by industry professionals to give students a hands-on experience of different career pathways.

Actively participating in external training and networking events ensures we maintain

up-to-date knowledge and cultivate partnerships for the benefit of our pupils. .

Other Partners

Our school recognises the value of diverse perspectives in the realm of career guidance:

- Regular industry interactions with local/regional employers to stay abreast of evolving job requirements and opportunities.
- Alumnae engagement, particularly through our Ivy Link and the broader GDST alumnae network, facilitating mentorship and real-world exposure for our students.
- Enhanced partnerships with renowned universities, including exclusive seminars and guidance sessions from our Oxford and Cambridge link colleges.

Parents

We believe parents are intrinsic to a student's career journey:

- Engage parents in dedicated career guidance workshops, helping them better support their child's aspirations.
- A dedicated segment in the 'News Links' newsletter, spotlighting career trends, opportunities, and alumni stories.