



# City of London School Careers Education and Guidance Policy

## 1. Background

- 1.1 The School is a 10-18 independent school with a strongly academic background. The expectations of the School and parents are high, especially in terms of academic and career success. Many parents expect their sons eventually to obtain posts of a professional or managerial type, and the boys mostly accept this objective. The route to success is seen as normally including higher education and at least one degree, and the most prestigious providers of Higher Education (HE) are often targeted; typically 60-65% of Senior Sixth will apply for places at Oxbridge, Medical or Dental School.
- 1.2 Few pupils leave the school aged sixteen following IGCSEs, and those that do usually follow A-level courses in Sixth Form colleges. All pupils take at least three A-Levels and an EPQ or four A-levels; the School follows a linear A-level course. A very large majority of pupils (99% or more) proceed to HE following a satisfactory conclusion to their secondary schooling, with or without a gap year.
- 1.3 This policy has been formulated through discussions with teaching staff and the School's in-house Careers Adviser. It reflects the conviction that careers education and guidance can enhance the motivation of young people to learn and achieve. It can encourage them to pursue relevant and realistic goals in education, training and work which are based on high aspirations and expectations of success.

## 2. Objectives of this Policy

- 2.1 The School seeks to promote four major areas:
  - Awareness of Opportunities
  - Self-Awareness
  - Decision Making Skills
  - Transition Skills
- 2.2 Specifically the School aims to:
  - enable pupils to manage transitions in their life at important stages in their school career, including (I)GCSE choice in the Third Form, A-level choice in the Fifth Form, A-level continuation choice in the Junior Sixth Form, and HE choice in Sixth Form
  - help pupils develop career awareness and enable them to manage personal career development through effective action planning
  - enable pupils to handle careers information in a variety of formats and assist them in making informed choices
  - provide work shadowing experience(s)

- enable pupils to develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles, including developing their negotiating and self-presentation skills

### **3. Statement of Entitlement**

3.1 Pupils are entitled to CEG which is:

- independent and impartial
- based on the principle of equal opportunities
- structured to provide help at decision points and to meet their continuing needs
- confidential and respects personal information disclosed by the individual
- up-to-date and uses a well-stocked careers centre offering the opportunity to discover and explore the opportunities available to them
- provided by experienced careers consultants and CLS careers staff.

### **4. Implementation of this Policy**

4.1 The responsibility for the management of Careers Education and Guidance (CEG) lies with the Head of Careers, who also oversees Medical applications. The support of Heads of Year, particularly from Third Form to Junior Sixth Form is invaluable and indispensable.

4.2 The responsibility for administering the university application process (UCAS APPLY) lies with the Head of Higher Education and the Deputy Head of Higher Education. The Head of Sixth Form and the Sixth Form Tutors play an important role with these years.

4.3 All staff assist with advice when their experiences and expertise are relevant.

4.4 The support of the Head and the Senior Management Team is essential.

4.5 A biennial Careers Fair (first held in January 2013) supports the delivery of CEG for the Fifth and Sixth Forms. The Head of Careers runs this event. A Joint Careers Fair (with the City of London School for Girls and other City of London Corporation schools) may take place in April 2018 at Guildhall.

4.6 A programme of Employer Visits for Fifth Formers takes place after (I)GCSE Examinations, and it is envisaged that this satisfies the work-experience requirement, which is viewed as less relevant for many (other than potential applicants for medicine and similar courses).

### **5. Delivery of this Policy**

5.1 Specific Careers Education and Guidance (CEG) is provided by

- the Head of Careers
- the Head of Higher Education and the Deputy Head of Higher Education
- the American and European Universities Officer
- the School's Careers Teacher
- Form tutors and subject specialists
- Outside speakers

- Psychometric testing by outside agencies

- 5.2 *The Careers Department is committed to the delivery of the PSHE programme throughout the School and reviews the scheme in the light of new initiatives and experiences.* There are no formal timetabled periods for CEG in the Third Form but the PSHE programme covers decision-making for choosing (I)GCSEs. CEG is delivered to the Fifth Form during the Autumn Term, over seven weeks, with a similar period for the Fourth Form. *Delivery is accomplished, subject to time table restrictions, by School teachers.* The focus of this is to educate pupils about the importance of choices, making them aware of the hurdles that are likely to be encountered, and to ensure that they are equipped to deal with these. There is also time spent on developing a CV and the mechanism by which applications to University are made, with specific reference to Work Shadowing. The programme will contain activities related to self-awareness, decision making and action planning. Generally the PSHE programme helps pupils to develop strategies ‘to make considered choices when faced with dilemmas and problems’.
- 5.3 Much careers advice is delivered on an individual basis. There are compulsory one-to-one interviews in the Fifth Form and Junior Sixth Forms *to assist decision-making related to the IGCSE/AS level and AS/A level transitions. Individual meetings are also available* to pupils by self-referral in Third, Fourth and Senior Sixth Forms. The School places a strong emphasis on students ‘taking control’ of their university and career choices from the Junior Sixth Form. To this end, pupils are encouraged to secure work shadow placements, to be undertaken during school holidays, as part of their research.
- 5.4 Following the Higher Education Forum (HEF) in February/March of the Junior Sixth Form, pupils are encouraged to begin their individual research into universities and courses. Most of this will occur after the School exams in May/June and during the summer holidays between the Junior Sixth Form and the Senior Sixth Form. All pupils are guided and fully supported in the university application process (APPLY) and, when appropriate, given preparation for interviews during the Autumn term of their Senior Sixth Form. During the Junior Sixth Form there are CV-writing sessions and UKCAT/BMAT training sessions.
- 5.5 *Individual advice will be available to Sixth Form pupils when A-level results are released.* The Careers Centre maintains a complete printed record of the final HE destination of all Year 13 Leavers from 1989, and an electronic version from 1996, and this may be used to offer advice to pupils.
- 5.6 Talks by outside speakers take place mainly after school and at lunchtimes, usually involving workshops led by Old Citizens focusing on a specific Career area. A list of talks / speakers is published by the Head of Careers.
- 5.7 Full details of the provisions made for each year group are contained in the annexes below.

## **6. Apprenticeships (from September 2018)**

- 6.1 With the expansion of Apprenticeships, and some partnership universities being in the Russell Group, and the Apprenticeship Levy, there are many new opportunities available to Sixth Formers.

6.2 There is a possibility of boys choosing Apprenticeships over ‘traditional’ university courses from September 2018 (and possibly even September 2017). UCAS itself is likely to facilitate Apprenticeship applications from September 2018.

## **7. Evaluation of Policy, and training**

7.1 Since funding was withdrawn from the City of London Corporation for the previous Careers Education service from Prospects, the School has employed a Careers Teacher as a member of the teaching staff of the School.

7.2 The American Universities Advice Officer has had his role expanded to encompass European Universities in light of anticipated demand for such destinations.

7.3 Since 2012-13 the use of using outside agencies to help prepare Oxbridge / Medical School applicants for demanding interviews has been further extended.

7.4 Input from Heads of Year and the Head of PSHE, and comments from parents, pupils and staff are considered at weekly department meetings.

7.5 The School adopts a positive approach to in-service training and the Careers Staff are well supported in attending conferences/open days/meetings of professional bodies/companies. A list of INSET activities undertaken is given in the link below.

## **8. Review of policy**

This policy was originally formally adopted by the Board of Governors of the School on 17 June 2009, and is reviewed annually (or more regularly as required).

Policy last reviewed by:	KPR (Head of Careers) / RMB (Senior Deputy Head)
Date last reviewed:	June 2017
Approved on behalf of Governors by:	
Date approved:	

## Annex 1: Careers Staffing and Resources

### Careers Department Staff Roles and Interests

Many members of staff, including Form tutors and Heads of Departments, assist the Careers department at different times throughout the year by offering specialist advice and by disseminating information to the pupils.

Some staff take a more active role and the invaluable contributions they make are detailed as follows:

Member of staff	Department	Role
Kevin Rogers	Chemistry	<b>Head of Careers:</b> manages the application of policy
Mrs Victoria Hill	Careers	<b>Teacher i/c US and European Universities:</b> applications to American and European Universities; Careers Teacher
Ms Christine Read	School Careers and University Liaison Assistant	A full-time secretary who is situated in the Careers Centre
Chris Webb	Economics	<b>Head of Higher Education:</b> responsible for providing guidance and administrative support to boys who are seeking admission into HE institutions and colleges
James Crowther	History	<b>Deputy Head of Higher Education:</b> assists the work of the Head of Higher Education
Mr William Ellis Rees	Classics	<b>Oxbridge Administrator:</b> assists with advice and administration of all Oxbridge Applications; specialist interest in Law, Philosophy and Classics. Assists with mock interviews.

### Resources

The Careers Centre is a large, well-equipped, attractive room with open access all day every day. A separate and wholly designated interview room is situated off the main careers room. Within the Careers Centre, there are computers dedicated to careers activities available for pupil use. There is also a wide selection of reading material available which the Head of Careers has organised to supplement the reading of boys beyond what might be normally found within the School's academic departments.

## **Annex 2: Careers Department Development Plan (2017-18)**

### **Careers Education and Guidance**

1. Make greater use of alumni in Careers events, with the possibility of mentoring
2. Establish and maintain Careers talks throughout the first two terms
3. Revamp the Work Shadowing forms (Health and Safety, *et al*) in consultation with City of London Corporation lawyers
4. Produce guidance for Apprenticeships, and explain these to pupils as an alternative to university

### **University Application Process (in collaboration with the Head of Higher Education)**

1. Maintain provision of up-to-date advice on University courses and entry requirements
2. Review the provision of interview training for Oxbridge potentials / medics to see if current providers are the most suitable
3. Continue to maintain an up to date service regarding changes to any aspect of the University entry process from grade requirements to potential changes in financing.
4. Review the PSHE modules and supporting resources relating to University choices
5. Modify the teacher reference writing process, including replacement of blue forms with e-mail based references and production of a booklet on how to write good subject references.
6. Update advice to parents on course requirements and the increasing importance of GCSE and A-level results
7. Research and extend the School's guidance for European University applications
8. Seek to maintain numbers entering University at preferred institution and course

### **Careers Education & Guidance**

1. Further development of contacts with alumni and provision of work placement and internship opportunities for Sixth Form pupils
2. Further development of communication mechanisms to Fifth and Sixth Form pupils, including digital signage and notices via School Comms
3. Introduce podcasts of major CEG topics (careers, courses, skills etc) using alumni and other partners
4. Further development of alumni-based workshops during Autumn and Spring terms
5. Full investigation of Apprenticeships, and promotion of such during delivery of CEG

## Annex 3: Links

### Careers Reports and Policies

Careers Education and Guidance Policy 3 <sup>rd</sup> to 6 <sup>th</sup> Form	<a href="#">See</a> Careers Department Handbook
HE Statistics (HELO)	See Careers Department Handbook
Inset in the CLS Careers Department	See Careers Department Handbook
Talks/Speakers	See Careers Department Handbook
Careers Resources	See Careers Department Handbook
Book List	See Careers Department Handbook

### Work Shadowing

Testimonial Letter	See Careers Department Handbook
Year 12 Work Shadow policy	See Careers Department Handbook
Intro to Work Shadowing Letter to Parents and Guardians of J6th September	See Careers Department Handbook
Student's Summary Curriculum Vitae	See Careers Department Handbook
J6th Action Plan Sheet	See Careers Department Handbook
Work Shadow Documents, Use of	See Careers Department Handbook
Placement Details	See Careers Department Handbook
Student Report	See Careers Department Handbook
Note to J6 re Work Shadowing	See Careers Department Handbook
Student Day WS Reminder	See Careers Department Handbook
Work Shadow J6 Tutor Information Request (use on Student Day)	See Careers Department Handbook
Testimonial	See Careers Department Handbook
Work Shadow Parental Consent Letter	See Careers Department Handbook
Work Shadow Pupil Progress Form	See Careers Department Handbook
Work Shadow H&S Letter to Work Shadowee / Company (Healet1) – Written Request	See Careers Department Handbook
Work Shadow H&S Letter to Work Shadowee / Company (Healet2) – Telephone Request	See Careers Department Handbook
Work Shadow H&S Letter to Work Shadowee / Company (Healet3) – Inspection Request	See Careers Department Handbook
Work Shadow, Uncheckable H&S Placement	See Careers Department Handbook
Important Notes for Employers re Work Shadowing	See Careers Department Handbook
Important Notes for Students re Work Shadowing	See Careers Department Handbook
On Your Placement – Notes to Students	See Careers Department Handbook
Health & Safety Placement Details (Healplac)	See Careers Department Handbook
H&S Checklist (Healgen)	See Careers Department Handbook
Health & Safety Task Specific Issues (Healtask)	See Careers Department Handbook
Health & Safety – Chase letter for Checklist not received	See Careers Department Handbook

Work Shadowing Feedback Letter	See Careers Department Handbook
--------------------------------	---------------------------------

### **German Exchange Documentation**

Parental Consent Form	See Careers Department Handbook
Letter to Work Shadowee	See Careers Department Handbook

### **Other documents**

PSHE Programme for Fifth Form	See Careers Department Handbook
Department Meeting Minutes	See Careers Department Handbook