

City of London School Careers Education, Information and Guidance (CEIaG) Policy

0 Review of policy

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0. This policy is reviewed annually (or more regularly as required) prior to approval by governors.

Policy last reviewed by:	Adam Zivanic (Deputy Head (Teaching and Innovation))
Date last reviewed:	August 2021
Approved on behalf of Governors by:	Board of Governors
Date approved:	8 December 2021

1 Background

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1. The School is a 10-18 independent school with a strongly academic background. Expectations are high, particularly in terms of academic and career success. The majority of leavers attend Russell group universities, with typically 30% of more of leavers securing places at Oxbridge, Medical or Dental Schools.
1. The School places great value on education that will prepare pupils for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities pupils need to be given equally wide information, experience, and understanding of the world of work. It also recognises that pupils 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.
1. As part of the School's commitment to the broadest and fullest education for every one of its pupils, each pupil is entitled to an effective programme of Careers education, information, advice and Guidance (CEIaG) at appropriate phases of their progress through the School. The CEIaG programme aims to empower pupils to gather as much relevant information as possible, under the School's guidance, in order for them to be able to make informed decisions about their futures.
1. The School seeks to implement the eight **Gatsby benchmarks of Good Careers Guidance**. These are:

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
8. Personal guidance

1. This statutory policy has been formulated in line with and informed by:

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 - the *Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff (October 2018)*¹
 - Gatsby benchmarks
 - the City of London Corporation's Corporate Plan 2018-23
 - the City of London Corporation's Skills Strategy 2019-23
 - [Careers review of March 2020, as conducted by Elizabeth Soare](#)

1. This policy should be read in conjunction with:

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 - The Curriculum and Teaching and Learning Policy

1. This policy has regard to Part 1 (Quality of education provided), Paragraph 2 (Curriculum) of the Independent School Standards Regulations.

2 Statement of Entitlement

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2. The School provides a CEIaG programme which:

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 - is presented in an impartial manner: this is defined as showing no bias or favouritism towards a particular education or work option
 - enables pupils to make informed choices about a broad range of options, including timely advice to help pupils choose (I)GCSE and post-16 courses
 - helps to encourage pupils to fulfil their potential:
 - pupils should 'know themselves' and how their strengths, weaknesses and interests relate to the world of work
 - learning about different careers and opportunities
 - obtaining individual guidance
 - having some work experience
 - gaining information about training, education and occupations beyond school
 - works to consciously prevent all forms of stereotyping in the advice and guidance provided to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes

¹See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

3 Aims

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- 3. The CEIaG programme aims to:
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 - foster self-evaluation in order that pupils will learn about themselves, their interests, 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 pupils to take responsibility for their own career decisions and encourage realistic and flexible individual higher education and career paths
 - prepare pupils to manage change and transition in a fast-moving world through their own sense of initiative and enterprise, seizing opportunities and managing unexpected change with success
 3. The CIEaG programme aims to help enable pupils, once they have left the School, to:
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 - contribute to a flourishing society
 - support a thriving economy
 - shape outstanding environments

4 Responsibilities

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- 4. The Head and Senior Management Team are responsible for:
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 - providing explicit backing for the CEIaG programme
 - appointing an identified and appropriately trained person of authority to be responsible for the CEIaG programme
 - ensuring the School has a structured CEIaG programme
 - monitoring and assessing the quality and effectiveness of CEIaG
 - ensuring CEIaG is delivered in an impartial way
 - reviewing the CEIaG policy and provision and considering changes as appropriate
 4. The [Director of Future Guidance](#) is responsible for the practical application of the CEIaG programme as detailed in the [Director of Future Guidance Job Description](#).
 4. The Head of Higher Education is responsible for the all matters relating to university applications as detailed in the Head of Higher Education Job Description.
 4. [The Skills Coordinator is responsible for working with the Director of Future Guidance on developing a programme that will ember appropriate support for skills development within the School curriculum](#)
 4. All staff, in their academic and pastoral roles, are responsible for ensuring that:
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 - through the assessment, feedback and reporting of pupil's achievements, pupils are given a clear understanding of their

strengths, talents and aptitudes as to be able to make realistic decisions about future careers, training and higher education

- all pupils 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.

5 Personnel

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5. The staffing arrangements for the School's Careers Education, Information and Guidance and Higher Education guidance teams is given in Appendix 1.

6 The Careers Programme Outline

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6. The outline of the School's Careers Education, Information and Guidance programme is given in Appendix 2.

7 Monitoring and Review of provision

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7. The effectiveness of the CEIAG programme will be regularly monitored and reviewed.
7. The [Director of Future Guidance](#) provides an Annual Review to the Head.
- 2 An assessment of provision is undertaken against the Gatsby Benchmarks.
7. Feedback from a wide range of sources is sought and used to enhance provision (e.g. input from Heads of Year and the Head of PSHE, and comments from parents, pupils and staff are considered at weekly department meetings).

Appendix 1: The **Future Guidance Department** Personnel

1. The **Future Guidance Department** comprises:
 - 1 • Director of Future Guidance
 - Careers Lead
 - Future Guidance Co-ordinator

1. The **Higher Education team** comprises:
 - 2 • Head of Higher Education
 - Deputy Head(s) of Higher Education
 - Teacher i/c US and Overseas Universities
 - Oxbridge Coordinator

Appendix 2: The Careers Education, Information and Guidance Programme Outline

The School is required to provide Careers' guidance to all pupils aged 10 ½ and above (i.e. all pupils in the School). The key topics covered in the School's careers provision are outlined below:

Year Group	Activities
OG - 2nd Form (Y6 - Y8)	Tutor support (including Student Day) Corporation of London Annual Careers Showcase Careers Talks
3rd Form (Y9)	Tutor support (including Student Day) Options Assembly & GCSE Curriculum Booklet Third Form Forum Third Form Parents' Evening (including IGCSE Curriculum talk for parent) Introduction to Fast Tomato (interest-based careers guidance and education for teenagers) Careers Talks
4th Form (Y10)	Tutor support (including Student Day) Fourth Form Parents' Evenings Morrisby Profiling Introduction to The Way Up (DofE Careers Education Programme) Careers programme within PSHE framework Careers Talks Careers Fair
5th Form (Y11)	One-to-one Interview with Careers Adviser Tutor support (including Student Day) Options Assembly & Sixth Form Curriculum Booklet Curriculum Drop in Day (post Fifth Form Forum) Fifth Form Parents' Evening Introduction to Unifrog for post-16 choices Careers programme within the PSHE framework Careers Talks Careers Fair
6th Form (Y12)	One-to-one interview with Careers Adviser Tutor support (including Student Day) Higher Education Programme (including HE Forum and HE Day) Morrisby review Careers Talks Careers Fair Networking Breakfasts
6th Form (Y13)	One-to-one interview with Careers Adviser (as required) Tutor support (including Student Day) Higher Education Programme Careers Talks Careers Fair Networking Breakfasts