

## **St Paul's School for Girls**

### **Careers Education, Information, Advice and Guidance (CEIAG) Policy**

#### **Mission Statement**

St Paul's School for Girls' policy on CEIAG is firmly based on our mission to strive for excellence in all parts of a girl's life and to prepare her for the future world of work and lifelong learning. The school therefore aims to develop in all members of its community an understanding of the huge diversity of careers and to increase pupils' aspirations. It is part of our vision and mission that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

#### **Commitment**

St Paul's School for Girls recognises that it has a statutory duty to provide careers education in Years 7-13 (1997 Education Act, 2003 Education Regulations) and to give learners access to impartial careers information, education and guidance (1997 Education Act, 2009 Education and Skills Act). It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all students in Years 7-13, in partnership with local specialist providers; and to provide extra support as required for vulnerable students and students with special educational needs. Our commitment to careers education is in line with the Gatsby bench marks for the delivery of robust careers education.

St Paul's School for Girls endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments such as the Careers Enterprise Company. We are committed to deliver a high quality careers education and guidance service.

#### **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies, most especially those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Equality and Diversity, Inclusion and SEND.

#### **Objectives**

The careers programme is designed to meet the needs of students at St Paul's School for Girls. Activities are differentiated and personalised to ensure progression in their career learning and development and to strengthen their motivation, aspirations and attainment at school. Our girls are entitled to CEIAG which meets professional standards of practice, delivered by trained staff and which is person-centred, impartial and confidential (as appropriate). Activities will be embedded in the curriculum and based on a partnership with students and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

#### **Implementation**

A Careers Co-ordinator manages and co-ordinates the careers programme and is responsible to the Deputy Headteacher. This area is supported by a link governor, Mr

## **St Paul's School for Girls**

Coughlan. The Careers Co-ordinator is also responsible for planning and implementing the work experience programme and coordinating vocational links across the curriculum, in conjunction with the Deputy Headteacher.

All members of staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Co-ordinator in consultation with the Senior Leadership Team. Careers information is available in the Careers Resource Centre, which is maintained by the Careers Co-ordinator.

The intended career learning outcomes for learners are based on the careers education framework 11-19, the statutory guidance and the ACEG framework. The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities (using bespoke commercial careers packages), work related learning (including work experience), and individual progression planning. Career and Enterprise activities are part of the school's personal development programme. Other focused events, e.g. visits by and to Universities and Employers are delivered at appropriate times in the curriculum e.g. Enrichment Days. Student feedback is actively sought and used in the planning, delivery and evaluation of activities.

An annual Partnership Agreement is negotiated between the school and a designated, impartial, IAG provider which identifies the contributions to the programme that each will make. Other links are continually being developed, e.g. with local universities, local employers and providers. Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

Staff training needs are identified in conjunction with the senior leadership team. The school endeavours to meet training needs within a reasonable period of time.

### **Monitoring, review and evaluation**

The Partnership Agreements with designated providers will be reviewed as agreed, in accordance with best value practices. The programme is reviewed annually by the Careers Co-ordinator and the quality standards for CEIAG will be used as a benchmark to identify areas for improvement. A report will be submitted to the senior leadership team and governors. Evaluation of different aspects of CEIAG will be undertaken regularly.

### **References**

- (1) DfE (Jan 2018) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff
- (2) DfE (April 2014) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff
- (3) HM Government (September 2013) Inspiration Vision Statement
- (4) Ofsted (September 2012) Going in the right direction? Careers guidance in schools from September 2012
- (5) Gatsby Charitable Foundation (May 2014) Good Career Guidance (a report produced by Sir John Holman)

## **St Paul's School for Girls**

- (6) Association of Careers Education and Guidance (2012) The ACEG framework for careers and work-related education: A practical guide (Adopted by the Careers Develop
- (7) Careers Strategy – Making the most of everyone's skills and talents (Dec 2017)