



The Maynard School, Exeter

June 2018

Careers Guidance Policy

Independent Day School for Girls

Rationale

Effective careers education is vital for preparing young people for working life. It can boost motivation and achievement and help students to develop the skills needed to make informed decisions about their future.

Through the provision of a planned and progressive programme of careers education from the Upper Three (Year 7) right up to the Upper Sixth (Year 13), we aim to give our students the best chance of making the correct decisions for their future.

Commitment

The school is committed to providing a planned programme of study that is impartial, relevant and informed for all students from the Upper 3 to the Sixth form.

We endeavour to follow the guidelines provided by the Department of Education: 'Careers Guidance and access for education and training providers January 2018'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

In preparing students for life in British society the Maynard will strive to develop in our students:

“the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment”, (ISI).

All Upper 5 and Sixth Form students are expected to undertake work experience, which is seen as vital preparation for the world of work.

The aims of our careers programme are:

1. To help the students develop:
 - self knowledge, on the basis of which they can set themselves realistic and clear targets with regard to courses and careers, allowing them to aim high, consider the full range of options available and thus achieve their full potential;
 - the ability to assess their current strengths and areas for development;
 - the skills employers value including resilience and enterprise;
 - the capacity to investigate learning and career options for themselves and thus be prepared for the opportunities and experiences of adult life in modern Britain;
 - the ability to manage transitions to new roles and situations throughout their life, hopefully encouraging lifelong learning;
2. To provide all girls with opportunities to talk to people in a wide range of different occupations through a programme of careers talks, the Biz Whizz Careers lunchtime club, work place visits, university tours, open days at Higher Education Institutions, UCAS conventions and tutorial sessions.
3. To provide a framework of opportunities to review progress with regard to the targets they have set themselves. To mentor those who are most at need of help by offering extra one to one career interviews and support by tutors, Heads of Year

and the Careers Advisor.

4. To develop links with the local business community through Careers Fairs, work experience and Careers South West. To provide opportunities for all students, years 8-13, to access information from providers about technical education qualifications and apprenticeships. To give students the opportunity to make contact with employers of all sizes and from all sectors, from careers talks, Biz Whizz Careers Club, work experience.

(Refer: The Technical and Further Education Act 2017 -insert section 42B into the Education Act 1997, in force from Jan 2018)

5. To provide access to a Careers Library containing regularly-updated information in a variety of forms, including online computer access.
6. To forge strong links with parents and secure their full co-operation and involvement through the verbal and written communications which occur throughout the students' time in school. Parents will have access to the careers section of the website which has links to courses, events, local labour opportunities and an outline of the Careers programme.
7. To raise awareness of equal opportunities issues and gender stereotyping. To consider diversity and promote individual Career pathways.
8. To offer high quality work experience that will strengthen the students' resolve to achieve their career ambitions.
9. To give advice on a wide range of options including apprenticeships, entrepreneurialism and other routes that exist alongside the more traditional university pathway.
10. To offer impartial, individual career awareness interviews to all students in Upper 5, based on their Morrisby profile. This guidance promotes the best interests of the student and acknowledges the unique needs of each individual. The students are set personalised targets to achieve.
11. Sixth Form students can request a careers interview or be referred by Sixth Form tutors.
12. Sixth Form tutors and The Head of Sixth Form give advice on university courses and entry through regular advisory consultations. Open Day visits are encouraged and facilitated and there is a comprehensive programme for Oxbridge preparation. Interview workshops are also provided by the school.
13. To allow students access to online resources, school website links and pin board displays of local labour market intelligence.
14. To help with basic career managements skills, including how to write letters of application, C.V. writing and job interviews.
15. To ensure that students with special educational needs, disabilities, gifted and talented students are given the support they require to succeed in all aspects of career progression.
16. To embed the Careers Programme into all aspects of school life, through subject-specific information.

17. To ensure that our students have a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. To use Compass as an online evaluation tool to assess how our Careers support compares with the Gatsby Benchmarks.
18. To work towards having all of the Gatsby Benchmarks in place by the year 2020.
19. To proactively invite and evaluate feedback on the effectiveness and the quality of Careers advice provision.

Careers Education and Guidance Programme

Upper Third Year

The students begin their careers advice journey by exploring their achievements of the past and looking at their aspirations and goals for the future. They begin to understand that developing a career is an important part of their life timeline and briefly explore possible career paths open to them. Stereotyping is considered using an enterprise day involving parents and local business contacts. Volunteers from a wide variety of career backgrounds - including those not typically seen as common for their sex, age or appearance - are invited to attend and the students have to decide which careers they have. We explore the stereotypical perceptions they might already have formed of people's careers and consider stereotyping within a school setting. We also explore the skills and qualities that are helpful in the world of work and how each person's individual skills and achievements are an asset to a career. We explore the characteristics of a wide variety of careers by designing job advertisements and finally prepare for, and host an entertainment for a local old people's home. This enhances their employability, decision making and social skills.

Lower Fourth Year

The Lower Four look at a range of topics that incorporate employability and career-based skills including 'You and Enterprise', 'You and Other People' and 'You and Your Achievements.' They also study a specific unit called 'You and your Career'. Within this unit, they compare and contrast different career paths, assess the implications of change and begin to understand the qualities, attitudes and skills needed for employability. The students do this by exploring, and then presenting back to their form, the career paths of someone they admire. They then interview a neighbour or relative, asking questions like: how their career affects their life, whether they would still work if they had lots of money, what route they took to get into their career and what advice they would offer someone just entering the world of work.

Upper Fourth Year

Throughout this year - through the tutorial system and consultations with their Year Head and tutors, the Head (at Parents' Information evenings) and with parents - the girls are guided towards making decisions about their GCSE subjects and the wide variety of options available to them. They are introduced to the Careers Library and are encouraged to begin researching their potential career paths. They are also given time to explore the Kudos computer programme which, after a series of questions, outlines possible suitable careers for each student. They study the consequences of making decisions and the dreams and aspirations they might have by playing the 'This is what I want' careers auction game.

Lower Fifth Year

In the summer term, all girls take the Morrisby psychometric test, having first completed a questionnaire. Students also receive advice on GCSE and 'A' level at information evenings.

Upper Fifth Year

In the autumn term, the follow-up interviews from the Morrisby test are held. These are

conducted by the Careers Coordinator and are based on the individual report received by each pupil. This is a prelude to the A level choices made later in the year. In addition, the pupils listen to a variety of outside speakers about their careers and the present Sixth Form return to talk about their perceptions of the 'A' levels they have chosen and what work experience was really like! We explore the labour market of the future, consider the importance of financial awareness, the skills and attributes they possess already and an action plan of what they will need to develop.

All girls are given the opportunity to participate in work experience at the end of this year, with placements ranging from working in a local museum or solicitors' office to seeing how it feels to be involved in London based investment banks or The National Archives at Kew. We consider in tutorial time how to write letters of application and C.V.s and the skills and attributes employers will be looking for. We also discuss what the students can hope to gain from this exciting experience. The students are given work experience briefing sessions that address issues of health and safety, and child protection. Other out-of-school activities include participating in local dance and drama productions and orchestras and having a regular Saturday job.

Sixth Form

The Sixth Form experience a comprehensive tutorial programme providing information and guidance on applications to Higher Education, taking a year out, entry to employment at 18+, effective interview techniques and how to produce an impressive Curriculum Vitae. The Sixth Form Study Centre contains the full range of University Prospectuses and much other relevant information. There is also internet access and the girls are provided with information on the most useful websites for Higher Education and careers.

Speakers from a variety of organisations and universities are invited to our tutorial sessions and Old Maynardians come in to share their experiences of universities and careers. The Lower Sixth visit the Higher Education Fair at UCAS and University Open Days.

The Upper Sixth have extensive tutor help with the preparation of UCAS Forms and the application process. These tutors are on hand when the A level results come out. Students are welcomed back into school for further careers help after they have left. For all candidates that require an interview, e.g. Oxbridge, Medics, Vets etc., an application interview evening takes place using external experts. Sixth Form tutors provide references for any out-of-school employment and the Headmistress compiles similar documents for post-A level students.

Implementation

Mrs Donna Lewis is responsible for co-ordinating the careers programme and works closely with the Year Heads and form tutors, as most of the careers education and guidance programme is delivered as an integral part of the PSHE programme. She is also available to offer help and guidance to the girls on an individual basis. As the Careers Leader she can draw on the active support from the Senior Leadership Team at all times..

Partners

Careers South West

The wide range of services provided includes:

- Arranging work experience placements with business and industry.
- Safety checks for work experience placements.
- SETPOINT/STEM – access to comprehensive information about science, engineering, technology and mathematics

Exeter CEIAG Group

This group meets once a term to discuss recent changes and developments in careers information and guidance. It seeks to promote good practice in careers delivery and the sharing of resources and ideas. It includes the careers advisers from all schools in Exeter, Careers South West and other careers advisory boards.

Assessment, monitoring and evaluation.

Career learning outcomes are based on the National Framework, and assessment for learning techniques. The school, in conjunction with the Exeter IAG Consortium, continues to improve the standard of careers education by using student evaluation forms and discussion in school council meetings. The Careers Coordinator - in line with the whole school development policy - undertakes an annual development plan and review.

Resources

Funding is allocated in the annual school budget plans and is given within the context of whole school priorities.

Career information can be accessed through:

- Books and resources in the Careers library.
- The computer programme Kudos. This is available online during tutorial sessions and on electronic devices at home. Internet research using specific career linked addresses is also encouraged.
- Each Lower Five student has the opportunity of taking the Morrisby profiling session. Excellent information is then presented about their own personal attributes, strengths, and possible career options available to them. They have access to the Morrisby online careers website.
- Advice and assistance from the Careers Coordinator, form tutors and Heads of Year. Each Upper Five student will receive an individual careers interview from the Careers Coordinator.
- Work experience in the Upper Five and Sixth Form allows a greater understanding of the workplace and helps them to recognise the skills and qualifications needed for a career and extends their knowledge of a specific career.

Health & Safety

Careers South West are used to check each Upper Five student's work placement and Trident, Business Enterprise Groups or an equivalent organisation are used for out of county checks. Further information can be found in the work experience policy.

Equality and Diversity

Careers guidance is offered to all students and they are encouraged to follow career paths that suit their skills and interests and with the absence of stereotypes. They are all offered the same opportunities regardless of ethnicity or social background

Policy Written by:	PW/DL	Jan 2010
Approved by:	Governors	July 2018
Reviewed annually by:	TH/DL	June 2018
Date for annual review:	TH/DL	June 2019

Authorised by Governor	
Signed	
Dated	