



**The Maynard School, Exeter**

July 2020

## **Careers Guidance Policy**

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**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 programme of study that is stable, embedded into the curriculum, 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 October 2018'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.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 how their strengths, weaknesses and interests relate to the world of work (ISI 59 2019)
  - 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 within tutorial sessions, the Biz Whizz Careers lunchtime club, work place visits, university tours, open days at Higher Education Institutions and UCAS conventions.
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 Lead.

4. To develop links with the local business community through Careers Fairs, work experience and Careers South West. To provide opportunities for all students, from Key Stage 3-5 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, STEM activities and 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 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 in the Upper Five and Sixth Form that will strengthen the students' resolve to achieve their career ambitions.
9. To give advice on a wide range of options including apprenticeships, entrepreneurialism, T levels and other routes that exist alongside the more traditional university pathway. University outreach and taster sessions are included in the Upper Four tutorial programme.
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. Drop in Careers sessions are offered to the U4 whilst they are deciding their GCSE options.
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 to learn career and labour market information through 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. Developing an understanding of the way the employment market works today, including the different types of interview and selection processes they may encounter.
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. Pupils have the opportunity to consider how STEM subjects contribute towards more effective workers within a wide range of careers.
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 and the Skills Builder programme.
18. To ensure that each of the Gatsby Benchmarks are being met and to contribute to the whole school commitment to the Learn to Learn, Assessment for Learning and Personal skills and LLTTF (Living Life to The Full) programmes.
19. To proactively invite and evaluate feedback on the effectiveness and the quality of Careers advice provision.
20. To prepare students for engagement with public institutions through work experience and visits at both a national and local level. To arrange contact with a wide range of members of society through careers talks, Biz Whizz Careers Club, work experience and other careers events. (ISI 70 2019)

## **Careers Education and Guidance Programme**

### **Upper Third Year**

The students begin their careers advice by exploring their achievements of the past and looking at their aspirations and goals for the future. They begin to understand that a career is an important part of their life timeline and that there are a wide range of exciting possible career paths open to them. We explore the main career families through online research, external speakers and class based activities. Stereotyping is considered using an enterprise morning involving parents and local business contacts. Volunteers from a wide variety of careers, 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 look at the local labour market and employment opportunities in the school's locality.

### **Lower Fourth Year**

The Lower Four look at a range of topics that include employability and career based skills, building self-esteem and raising aspirations. They investigate the transferable skills required for the jobs of the future including team work, good communication, leadership and personal motivation. They look at these through online platforms, for example, Barclay's Life skills and Skills Builder, external speakers and group tasks. They also focus on what it means to be enterprising and what an enterprising personality looks like. They use their newly found skills to set up an enterprising adventure, for example a Christmas Fair or activity for the elderly living near the school.

### **Upper Fourth Year**

Throughout this year - through the tutorial system and consultations with their tutors, The Head of Key Stage Three, The Headmistress (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 also invited to attend drop in sessions held by the Careers Lead just prior to the time when GCSE options need to be made. In tutorial sessions they are introduced to the Careers

Library and are encouraged to begin researching their potential career paths using online careers programmes. We consider how good decisions are made, which people influence you and why. We also look at recognising that all decisions have consequences. Other topics covered include why people go to university, what apprenticeships are, the wide range of pathways into careers, how STEM subjects help people gain entry into jobs and the emergence of green careers. We invite into school an interesting range of external speakers and university outreach personnel.

### **Lower Fifth Year**

The Lower Fifth students study a range of interesting topics in depth, including what the jobs of the future might look like, the skills future employers will need from their workforce, the role of gender stereotyping in career choice and the importance of STEM related skills and careers in the UK economy. We also cover some essential practical competencies for example the importance of transferable skills, how to prepare for a job interview and application for university. Towards the end of the year students undertake Morrisby Careers online profiling. This exciting tool will enable students to understand their abilities and skills more fully and help them discover the sorts of options that will suit them. The online platform allows them to search for information on a comprehensive range of careers, university courses, apprenticeships and A-Level subject choices. It boosts motivation by providing career goals and what is required to achieve them.

### **Upper Fifth Year**

Following on from the Morrisby profiling individual interviews are held in the autumn term. These are conducted by the Careers Lead and are based on the individual reports 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 the differing pathways into higher education, including apprenticeships. The Sixth Form students return to talk about their perceptions of the A-Levels they have chosen and what work experience was really like!

All girls are given the opportunity to participate in work experience at the end of their Upper Fifth year, with placements ranging from working in a local museum or law firm to seeing how it feels to be involved in the Headquarters of a business in the city or a medical week. In tutorial time they master how to write letters of application and C.V.s and the skills and attributes employers will be looking for. The students are given work experience briefing sessions which address issues of health and safety, and child protection. Other work experience opportunities include leadership and volunteering in and out of school such as Duke of Edinburgh, helping with clubs, or a part-time 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 has 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 Lead 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 (Careers Education, Information, Advice and guidance) 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 Gatsby Benchmarks are the key criteria upon which the Careers programme is based. The school, in conjunction with the Exeter CEIAG 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.

Students complete feedback forms and a personal evaluation of the steps they need to take in the future, at the end of each Careers PSHE component. They are encouraged to keep records of their career development.

## **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:

- A range of 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 on-going 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 Lead.
- Work experience in the Upper Five and Sixth Form allows a greater understanding of the workplace and helps to build knowledge and recognition of the skills and qualifications needed to enter specific careers.

### **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

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