

CEIAG (Careers Education, Information, Advice and Guidance) gives students at Moor Park High School and Sixth form support in different areas to help them make informed choices about their futures:

Careers education – a planned programme (experiences within the curriculum and outside school) that helps them gain the knowledge and develop skills for planning and managing their careers.

Information about the range of opportunities and options available at key transition point in a students' education.

Advice – help for individuals to enable them to review, plan and manage their learning and progression to the next stage.

Guidance – help from specialist advisers with knowledge of opportunities and the pathways to and through them, so they can identify their long-term goals and plan steps to attain them.

As such, the Careers and Higher Education work at Moor Park aims to: Enable individuals to become effective planners and managers of their own careers in a rapidly changing world of learning and work.

Provide opportunities for students to understand themselves, and develop their capabilities by assessing their own needs, strengths and weaknesses, employability skills, interests and qualities.

Provide up to date information relating to the world of work and learning, including local, national and international opportunities.

Help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education to the next.

Raise aspirations, increase motivation and, consequently, raise achievement by encouraging students to fulfil their potential.

- 1. Whilst developing a programme** which attempts to meet the objectives set out above, many key documents and pieces of legislation have been consulted in order to evaluate the school's provision and its effectiveness.

The auditing of these characteristics, using these documents, enabled the Head of Sixth Form to develop some of the programme set out later in the policy.

Key documents include:

- The Careers Education and Guidance in England – A National Framework 11-19' (DfES, 2003).
- 'The Education Act' 2011.
- 'The Gatsby Report' 2013.
- The Careers Strategy 2017.

The latter is the most up to date guidance published by the Department of Education. The more recent version builds upon its predecessor but is more focused on schools helping students to overcome challenges so that they leave school prepared for life in modern UK. In helping this preparation for British society, schools should be "developing in every young person 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 good worth ethics, which underpin success in education and employment." Provision of a range of activities that inspire young people.

- Meaningful employer encounters.
- Real life contacts with the world of work and higher education.
- Inspirational role models, including alumni, from the careers to which they aspire
- Independent and face to face careers advice and guidance.
- Access to advice on options available at key transition points in a young person' education.
- Promote a range of career choices in a variety of areas.
- The prevention of stereotyping in higher education courses and careers.
- Development of entrepreneurial skills.
- Develop basic career management skills like CV writing and interview skills.
- Use of the National Careers Service, UCAS, UNIFROG and a range of other appropriate information.
- Awareness of other opportunities that could help them with their career aspirations, such as the National Citizen Service and other voluntary and community activities.
- The success of the provision should be linked to outcomes for students; destination data is compiled as far as is possible.

The Careers Co-ordinator/Head of Sixth Form is responsible for the leadership and management of HE and the co-ordination of CEIAG. As well as any other responsibilities in the school, careers lessons in Year 11 and enrichment lessons in the Sixth Form are part of the timetable commitment.

Support is provided by teachers who teach Year 11 and in the Sixth Form extra curriculum programme. There are, however, heads of faculty within the school for whom careers forms part of their remit, and a number of external organisations who provide services, whether regularly or on an ad-hoc basis. These include Universities, Future U, Independent Careers Advisors, Professional organisations as well as the Department for Work and Pensions. As well as the library, information and advice beyond the classroom includes:

- UNIFROG which is a web-based system which provides careers information, helps build CVs and provides an online place for students to record information.
- Websites, UCAS and the National Careers Service.
- Careers assemblies where alumni and other visitors provide information and advice.
- Monthly newsletters, which are sent to students and staff as well as parents.
- Careers and HE days in June of Year 12 and September of Year 13.
- Organised University open days visits for Year 11 and 12 students.
- Talks by visiting speakers, such as Barristers, Employers, Business owners.

2. Parental contact - Contact with parents is maintained in a variety of ways, including:

- A termly newsletter containing news, information and opportunities.

- Letters from the department giving advice and information about vital issues such as careers interviews, student finance and higher education choices.
- Presence at parent's evenings from Year 8 – 13 as well as the Sixth Form Open Evening.
- A presentation to Year 12 parents in June on University applications and student finance.
- Response to ad-hoc requests for advice and information, including appointments in school. CEIAG in the curriculum Key stage 3 - In Year 8, several lessons in the enrichment programme are allocated for careers-based learning and are prepared by the Careers Co-ordinator/Head of Sixth Form delivered by tutors. They assess their own skills, strengths and qualities as they are introduced to the concept of employability. They learn about job families and ways in which stereotypes exist about different employment sectors.
- In Year 9, several lessons in the enrichment programme are allocated for careers-based learning. The focus is on GCSE options and the local and national labour markets. Different jobs are then researched using websites such as the National Careers Service, followed by university courses, using the UCAS site, and the GCSE and A-Level requirements. Any individual careers guidance during Key Stage 3 is led by the tutors, but referrals to the Careers Co-ordinator/Head of Sixth Form and HE are welcome and can be easily arranged.
- Year 10 and 11 students are often exposed to career related learning during the academic year.
- In Year 10 students are asked to formally record any post-16 and 18 plans and to discuss these with their tutors. They complete quizzes on careers sites which helps them to explore themselves and begin to record information that might be included in a later CV or action plan.
- In Year 11, the students are timetabled for one careers lesson per week throughout the year. The learning progresses from what was experienced at the end of Year 10 with a focus on individual action plans, where/how to find out information and different types of qualifications and career paths. The lessons are delivered by the personal tutors. In the Autumn term, the Careers Co-ordinator/Head of Sixth Form interviews every Year 11 student and provides face to face guidance for up to 15 minutes. Systematic records are used to record the discussion and develop the action plan. Tutors also play a key role in updating their knowledge of their student's future intentions. During the careers lessons, the students then learn about employability skills, writing a CV and job application letters and how to conduct themselves in an interview. Usually, representatives from Local employers and support of the Enterprise Advisor help to deliver some of this programme. In addition, where parental permission has been granted, in the March of Year 11, local employers (often parents or alumni) are invited into school to interview the students and provide advice about relevant careers. These are 30 -minute interviews with two interviewers in which the student's CV and letter are assessed as well as their demeanour and approach. The students then reflect on the written feedback they receive and adapt their CVs and letters accordingly and update their ideas on Passport folio. The final task of Year 11 is to develop an entrepreneurial theme in a 'Dragons Den' type activity in which groups of students develop products and then consider how they might be marketed.

3. Sixth Form - In both Year 12 and 13, the tutors are key players in the advice given to the students, particularly in the application process and reference writing for HE courses and /or employment. That said, the Careers Co-ordinator/Head of Sixth Form is a continual presence and is willing and able to offer one to one advice and guidance where needed.

Sixth form students are regular attendees at careers lunches, medicine discussion groups and open days to universities, also open to Year 11s. Careers and HE is learning is delivered by the Careers Co-ordinator/Head of Sixth Form as part of the Higher Education/Prestigious University programme. In both year groups, the students are given the chance to update the CV's they constructed in Year 11.

After Christmas in Year 12, through to June, there is an emphasis on the variety of education, training and career paths both in the UK and abroad. A visit to the UCAS School Policy Document Policy and an annual Careers roadshow is organised in January in which speakers from universities, including alumni, provide information to the students. The tutors, by this stage, will have had regular conversations with their tutees about their post-18 plans and will provide such information to the Careers Co-ordinator/Head of Sixth Form. This information can sometimes be used to inform planning for future speakers. Indeed, in Year 13 a further HE/careers day takes place in January each year and the emphasis is on researching and applying for apprenticeships, employment or HE courses.

Enrichment lessons are also given over for this purpose and include advice on personal statements, completing the UCAS form, choosing universities, student finance, life at university and confirmation/clearing procedures

In the Autumn Term of Year 13, a series of mock interviews are provided for those students who are applying to competitive courses where interviews are required such as Oxbridge and Medicine. Alumni - Several students at Moor Park High School & Sixth Form may not succeed in gaining a place whilst they are at school. They may then choose to apply again the following year or even after that. Others may choose to apply for the first time after they have left school, while a small group may opt for employment. The guiding principle is that the school is happy to provide references, particularly in the first two years after leaving. The school keeps detailed individual destination data for Year 13 leavers and, increasingly, for students who leave in Year 11 and 12.

The Sixth form holds more up to date data about destinations which covers alumni who changed paths after they left school. Alumni are contacted each year by the school to invite them to come back to school as part of the careers lunch programme.

This runs throughout the school year and is open to students in all year groups, although those from Years 11-13 attend more often. Alumni are occasionally invited to give a more formal presentation about their experiences of sixth form, higher education or employment. These might take place in enrichment lessons or form part of the higher education/careers days in the Sixth Form and indeed at awards evening.

Work experience - Many parents arrange work experience for their children through their own or family contacts. Where this is not possible, school contacts can help the students make contact with appropriate organisations. Students studying Law at A level generally are awarded places within local Barrister chambers. Once the student's place is confirmed, he/she makes contact with the potential employers, completes the forms and informs the school of the outcome. Each work experience will last for one working week in sixth form and the students will be responsible for arranging their own transport. This must be found in the local areas. There is a set week, arranged so that no exams, school commitments or academic lessons are missed. For any student leaving the school, the placement must be completed by the end of July. There is a cost to the parents to cover the transport. The students will then have up to four months to find a work placement related to their future study plans. If he/she wishes to withdraw from the programme, or does not find a placement by the deadline, students are placed in placements not related to their future pathways. Higher education applications - covers the ways in which this topic is covered by the curriculum, particularly in the Sixth Form.

After Year 12 exams in May/June, the universities begin to hold their pre-application open days. These usually occur in late June/early July and then September/October. Parents and students are advised that whilst it is important to visit universities and colleges which are of genuine interest to

them, care will be needed not to miss too many lessons, particularly on the same days. Under the auspices of the sixth form we organise two trips to two Russell Group universities. The students are responsible for compiling their own personal statements and are given advice by tutors and during enrichment lessons. Those who are aiming for the 15th October UCAS deadline (Oxbridge, medicine etc) start to plan their personal statement in the June of Year 12 and should try to complete it by 1st October. A UCAS evening is held in the Sixth form to advise students and parents about the formal process of applying through UCAS. Most other students start work on theirs in September and should aim to complete their applications by 1st December. Some students apply outside of the UCAS system and deadlines are variable.

Students and their parents are given advice about how to respond to their offers and when and how to apply for student finance. This happens in early January. Letters are sent to parents while the students receive advice via their tutors or through enrichment lessons or assemblies. Advice for references for higher education, are provide by the Head of Sixth form. For all other references (work experience, volunteering, internships, gap years, employment), where students ask staff to act as a reference, they should be advised to put the Headteacher and the Head of Sixth Form as the referee. References are better coming from the school in order to avoid any negative comeback, such as a withdrawn job offer as result of adverse comment in reference. It is the school which is held accountable not an individual. As such, references are held on file for future use. In practice, the Headteacher will delegate the drafting of the reference to the Head of Sixth Form. Historic references (longer than two years) would normally be brief and factual whilst stressing the lack of recent knowledge beyond school. If a student has kept contact with a particular teacher beyond school, then it is up to that individual whether they wish to be a referee but if they are doing this, it should be clear that this is a personal reference and not an official one from the school.

4. Date of next review: May 2019