



Careers Education, Information and Guidance Policy

Policy date:	September 2024
Date of next review:	September 2025
Owner:	Deputy Head (Academic)
SLT committee responsible:	SLT
Intended audience:	Pupils, parents and staff
Location:	School Portal and website

1. Introduction

- 1.1 All pupils are entitled to careers education that is progressive and cumulative and prepares them for the opportunities, responsibilities and experiences of working life and to develop the knowledge and skills to make successful decisions about their potential future careers.
- 1.2 All secondary school pupils must be provided with careers education, information and guidance (“CEIAG”) and the ISI Commentary provides that:

“...good careers education should enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school.”

- 1.3 All pupils from years 7 to 13 will receive guidance that is impartial and not biased towards any particular education or careers option e.g. events such as the Annual Futures Fair and Haileybury Connect Panel Evenings allow pupils to investigate a range of HE and career pathways including Elite Apprenticeship schemes. Access to external information platforms such as UNIfrog and frequent individual tutor meetings ensure the guidance offered is bespoke to each child and always up to date.
- 1.4 Haileybury rejects any form of stereotyping – all pupils from every background receive the same careers lessons as part of the wellbeing curriculum and are given the support and freedom to explore their own options by attending any of the varied range of Haileybury Careers Events.
- 1.5 The Gatsby “Good Careers Guidance” report underpins the programme and its aims.

Best practice

- 1.6 In his report **Good Career Guidance 2014** Sir John Holman identified eight characteristics of good careers guidance, collectively known as the “Gatsby Benchmarks”.
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. Experience of the workplace;
 7. Encounters with further and higher education;
 8. Personal Guidance.
- 1.7 The Department for Education’s careers guidance and access for education and training providers 2018 sets out the Government’s expectations that state *“schools will begin to work towards the (Gatsby) Benchmarks now and meet them by the end of 2020”*.
- 1.8 Further, the ISI Commentary identifies this statutory guidance for the state sector as *“a useful resource for independent schools.”*

2. Objectives 2024-25

2.1 Haileybury aims to improve further its implementation of the Gatsby benchmarks, which represent current best practice in careers education and guidance. The Haileybury CEIAG programme is currently focused primarily on three of the Gatsby benchmarks:

2.2 Gatsby Benchmark 3. Addressing the needs of each pupil:

- Opportunities for advice and support will be tailored to the needs of the pupils at different stages of their Haileybury life, with diversity and equality embedded in the school's careers programme.
- The Haileybury CEIAG programme actively seeks to challenge stereotypical thinking and raise aspirations. It will maintain systematic records of the advice given to each pupil and subsequent decisions. All pupils will have access to these records to support their career development.
- Haileybury Connect will collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.

2.3 Gatsby Benchmark 5. Encounters with employers and employees:

- All pupils will be provided with opportunities to learn from employers about work, employment and skills that are valued in the workplace.
- All pupils should have at least one meaningful encounter with an employer every year.

2.4 Gatsby Benchmark 8. Personal guidance:

- All pupils will have opportunities for guidance interviews with Tutors, e.g. when significant study choices are being made with an internal or external Careers Adviser.
- Building on the work of 2020-24, in 2024-25 the Haileybury CEIAG programme will continue to focus on the further two benchmarks..

2.5 Gatsby Benchmark 4. Linking curriculum learning to careers:

As the Gatsby Report recognises this Benchmark is initially aspirational. The long term aim is for teachers to link some of their subject curriculum to the potential careers of the pupils.

- STEM subject teachers will highlight the relevance of STEM subjects for university degree choices and hence potential career paths. In particular, the importance of English and Mathematics will be emphasised. This Benchmark naturally links closely to the advice provided for the UCAS process and the choosing of undergraduate courses and Elite Apprenticeships.
- The links of subjects to careers and university choices will be highlighted at the key decision points for pupils; i.e. choosing subjects at the end of Removes for GCSEs and again during the Vth Form for A Levels.
- Academic Enrichment Programme and Haileybury Lecture series provides opportunities to see how academic knowledge extends beyond the classroom in a variety of industries.

2.6 Gatsby Benchmark 6. Experience of the workplace:

The Haileybury CEIAG programme recognises the importance of all pupils having direct experience of the workplace to help them make decisions on subject and degree choices. Accordingly:

- During the Sixth Form every pupil will be strongly encouraged to organise at least one further similar work visit, shadowing or work experience placement in the school holidays. The Futures Google Classroom will include opportunities that the Head of Futures becomes aware of.

3. **Delivery**

3.1 The Haileybury CEIAG programme has three components:

- Curriculum.
- Developing skills.
- Developing external partnerships.

3.2 Curriculum

- The Wellbeing programme for Years 7 - 12.
- The Tutorial and Assemblies programme.
- A complementary programme of external speakers, lectures, workshops and fairs.

3.3 Developing skills

- Participation in assessment centre activities.
- CV writing and interview skills sessions for Year 12.
- Independent careers advice from a Unifrog Programme for Year 11.
- Research skills.

3.4 External partnerships

- An annual careers forum for Year 12 with presentations from external parties.
- Developing work experience and internship opportunities particularly with OHs through Haileybury Connect.
- Introducing degree apprenticeships and providers.
- Working with the Sixth Form and Careers team at Haileybury Turnford.

4. **CEIAG Programme details**

4.1 The CEIAG programme at Haileybury is designed so that all pupils receive information and guidance which is age appropriate and will help them to make informed choices about the range of options available to them after leaving school. At each stage pupils are encouraged to fulfil their potential and be responsible citizens in society.

Lower School

4.2 In Years 7 and 8 Careers Education is largely delivered through the Wellbeing programme and focuses on helping pupils discover their strengths and weaknesses.

Middle School

- 4.3 Pupils in Years 9, 10 and 11 receive Careers Education through the Wellbeing programme covering the following areas:
- personal qualities;
 - employability skills;
 - employment choices of today and potentially of the future;
 - research and making choices - including completing the MyFutureChoices questionnaire in year 11, and the Steps programme in Year 10.

Sixth Form

- 4.4 Sixth Form pupils attend the annual Futures Fair and a range of Haileybury Connect webinars. Pupils are encouraged to reflect on these sessions during tutor time and come up with targets to help them determine and achieve their personal ambitions.
- 4.5 Year 12 pupils will participate in lectures and activities aimed at helping them to shape and understand their personal brand, how to write about themselves in applications and how to build their CVs and write covering letters in anticipation of applications for work experience opportunities and as a purposeful precursor to their UCAS Personal Statements.
- 4.6 All pupils will have the opportunity to sit the MyUniChoices Test to assist with University Course selection and further underpin their Career aspirations.
- 4.7 All pupils in Years 12 and 13 will receive specific sessions on CV writing and interview skills.
- 4.8 All pupils will have access to at least four off timetable days where the focus will rest on the wellbeing programme and careers.
- 4.9 Sixth form pupils and leavers are invited to join Haileybury Connect which provides a network of alumni and former parents who act as mentors and advisors regarding university and career choices
- 4.10 Haileybury Connect organises a programme of webinars and events across the year for Sixth Form pupils to attend.

5. CEIAG Review

- 5.1 The Haileybury CEIAG policy will be reviewed annually.

Appendix A

Statutory and Regulatory Background

The provision of Careers Education, Information and Guidance (CEIAG) is governed by **The Education (Independent School Standards) Regulations 2014**. In particular, by the following paragraph:

“2e. for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

- (i) is presented in an impartial manner;*
- (ii) enables them to make informed choices about a broad range of career options; and*
- (iii) helps to encourage them to fulfil their potential;*

2i. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.”

The **ISI Commentary on the Regulatory Requirements September 2018** (the Commentary) provides further guidance:

“Careers education

The requirement relating to careers guidance applies to pupils receiving secondary education. It will, therefore, be relevant to pupils in Years 7 and 8, whether they are in a senior school or at a prep school, although in practice it will be especially important for pupils at Key Stage 4.

Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option.

The guidance must enable pupils to make informed choices about a broad range of options. This will include timely advice to help pupils choose GCSE and post-16 courses.

The guidance must help to encourage pupils to fulfil their potential. To this end, good careers education should enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys 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.”

The Commentary goes on to say

*“The statutory guidance for the state sector which gives a detailed explanation of parallel duties for state schools may be a useful resource for independent schools: **Careers guidance and access for education and training providers 2018.**”*

The Commentary also makes reference to preparation for life, including working, in Britain:

“Preparation for life in British society

From January 2015, preparation for future life should be 'effective' rather than 'adequate' and the standard has the additional focus of 'British society'. This has been explained by the DfE as '...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 grit, which underpin success in education and employment.' ”

Good Career Guidance and Best Practice

Sir John Holman in his report Good Career Guidance 2014 which identified the following eight characteristics of good careers guidance and best practice:

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. Experience of the workplace
7. Encounters with further and higher education
8. Personal Guidance

These are collectively known as the “Gatsby Benchmarks.”

Careers guidance and access for education and training providers 2018

The DfE’s **Careers guidance and access for education and training providers 2018** has refocused the best practice guidance so that **state** schools

“...should use the Gatsby Charitable Foundation’s Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.”

The guidance further describes the Governments’ expectation that state “schools will begin to work towards the (Gatsby) Benchmarks now and meet them by the end of 2020”

References

- The Education (Independent School Standards) Regulations 2014
- ISI Handbook for the inspection of schools Inspection Framework September 2016
- ISI Commentary on the Regulatory Requirements September 2018
- Good Career Guidance. Sir John Holman 2014. Gatsby Charitable Foundation

Version history		
Date	Reviewed by	Notes
June 2019	CW/APW	Reviewed and updated
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September 2021	SLT	Approved
September 2022	LBP/SW/OF	Reviewed and updated
September 2023	Head of Futures (KAW) and SLT	Reviewed and updated
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