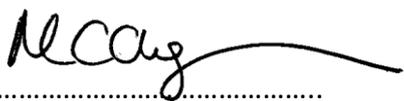


ST ALBANS GIRLS' SCHOOL

	Careers Employability and Enterprise Policy (Non-statutory)		
	GB sub-committee: Curriculum, Assessment & Standards		
	Co-ordinator: Miss E McHugh		
	Last Reviewed: Spring 2021	Next Review: Spring 2023	

Signed by .....
Margaret Chapman (Head Teacher)

Signed by .....
Claire Barnard (Chair of Governors)

1.	RATIONALE	
1.1	Career education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing pathways at key transition points that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.	
1.2	At the heart of the school ethos is the notion of creating a positive learning environment where students have a sense of belonging to the school and wider community, and they develop a healthy respect for themselves and that community. STAGS will enable our students to access a wide range of opportunities that allow them to develop the confidence to make the most of their abilities.	
1.3	As a school we believe that a comprehensive careers education programme makes a major contribution to preparing students for the opportunities, responsibilities and experiences of life, supporting young people to achieve their full potential. Our programme empowers young people to plan and manage their own futures and acknowledges that availability of information is a key determinant of career choice. It also raises aspirations, promotes equality, diversity, social mobility, challenges stereotypes and support young people to sustain employability and achieve personal and economic wellbeing throughout their lives	
1.4	St Albans Girls' School is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7–13. This programme is monitored and evaluated by the Careers Lead.	
1.5	St Albans Girls' School is committed to fulfilling its statutory requirements as set out in The Education Act 2011 where there is inserted a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in Years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work based education and training options.	
1.6	St Albans Girls' School is committed to continuing to fulfilling all eight of the Gatsby Benchmarks to ensure that the school provision of CEIAG continues to be outstanding. As such the Careers Lead meets regularly with the Careers and Enterprise Company and an external Careers Advisor for support, guidance, and review of the CEIAG programme at St Albans Girls' School.	

2.	AIMS	
	2.1	<p>St Albans Girls' School Careers Employability and Enterprise Policy has the following aims:</p> <ul style="list-style-type: none"> • to contribute to strategies for raising achievement, especially by increasing motivation to focus students on their future aspirations; • to support inclusion, challenge stereotyping and promote equality of opportunity; • to encourage participation in continued learning including apprenticeships, higher education and further education; • to develop enterprise and employment skills in order to prepare students for life in modern Britain; • to enable students to develop key skills - communication, application of number, information technology, problem solving, working with others, evaluating their own learning and performance; • to contribute to the economic prosperity of individuals and communities; • to meet the needs of all our students through appropriate differentiation; • to develop an understanding of employee roles, rights and responsibilities; • to involve parents and carers.
	2.2	<p>Student Entitlement</p> <p>Careers Education Information Advice and Guidance (CEIAG) is an important component of the PSHE Curriculum in Years 7–11 and through the Progression Programme at Post 16.</p> <p>YC Hertfordshire Personal Advisor (Careers) is available to all students one day per week; they are used for individual interviews for a minimum of 76% of the Year 11 cohort and other targeted pupils throughout the year. A formal process, takes place every spring to identify students needing the assistance of a personal careers adviser.</p> <p>Students in all year groups and their parents are invited to a careers information evening per year, which are held in the evening so that parents are able to attend and support their child's decision making process.</p> <p>Senior staff and those who work with the sixth form students are available on GCSE and A Level results days and beyond to assist students in further choices and confirming university places and, if appropriate, going through the clearing process.</p> <p>Students will experience all of the elements of CEIAG during their school career. The level of input is differentiated depending on the student's needs. Student need is identified by input from any of the following:</p> <p>Student, Form Tutors, DOLS, HOKS, Inclusion Team, Parents, Careers Lead, YC Hertfordshire Personal Adviser, Other Professionals.</p>
	2.3	<p>Equality and Diversity</p> <p>Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.</p>
3.	PROCEDURES	
	<p>Career Education is delivered during PSHE lesson in Years 7-11 and at Post 16 through the Progression Programme at key appropriate points throughout the academic year.</p>	

<p>3.1</p>	<p>The CEIAG programme is fully compliant with all eight of the Gatsby Benchmarks. These are:</p> <ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with higher and further education 8. Personal Guidance <p>In addition to explicit Careers lessons the PSHE programme also uses a resilience programme to prepare students to be confident in their decision making processes so that they are prepared for the transition to the next stage in their education, training or employment. This programme includes learning about how to make a decision about your own career transition points.</p>
<p>3.2</p>	<p>For each year group there is a stable programme of careers learning to provide students with the skills to effectively access careers information advice and guidance. The programme takes place within PSHE lessons in Years 7-11 and within the Progression Programme at Post 16.</p> <p><u>All Year Groups</u></p> <p>In all year groups all curriculum areas make links within the curriculum to the world of work and careers education. Additionally, Form Tutors provide time for students to log their employability skills from across the curriculum in their Leadership Passports at KS3 and on Unifrog in KS4 and KS5. The school's House system and events also aim to assist learning techniques to solve day-to-day problems through weekly charity stalls, the Winter Fair and House Challenge Day.</p> <p><u>Year 7</u></p> <p>The focus is about introducing students to the vast array of careers/employment opportunities. There is an enterprise day in the autumn term run by the school to develop their team work, communication and problem solving skills. Additionally, there is an opportunity to work shadow for one day in the summer term.</p> <p><u>Year 8</u></p> <p>The focus is linking plans and dreams to reality. There is an enterprise day in the spring term run by the school to develop their team work, communication and problem solving skills.</p> <p><u>Year 9</u></p> <p>The focus is self-assessment, career paths and making curriculum choices for at Key Stage 4. There is an enterprise day run in the spring term led by Young Enterprise called 'Learn to Earn' which helps students to begin to connect curriculum learning to the world of work. All students have a meeting with a member of the SLT to discuss their curriculum choices.</p> <p><u>Year 10</u></p> <p>The focus is the development of employability skills through business and charity activities. If required there is the opportunity for selected students to take part in</p>

	<p>vocational learning at Oaklands College. During Curriculum Enrichment Week, Year 10 students work with Young Enterprise to complete an employability skills day. Additionally, there is an opportunity to participate in one week of work experience in the summer term.</p> <p><u>Year 11</u> The focus is Post 16 choices and the applications processes; providing effective impartial guidance for the best route to individual students, personalising their opportunities. This is in conjunction with YC Hertfordshire.</p> <p>Students are encouraged and supported to participate and organise their own work experience, volunteering or participate in the National Citizen Service programme in the summer after their GCSE examinations. Selected students also have the opportunity to take part in vocational learning at Oaklands College.</p> <p>Students have access to psychometric testing in Year 11 following the Morrisby Profiling methodology. This service is online and the cost is borne by the students undertaking the assessment unless they qualify for PPG support.</p> <p><u>Post 16</u> The focus at Post 16 is to develop students' ability to access either Further Education, Higher Education or Employment through the weekly Progression Programme. Additionally, in Year 12 there is a Higher Education and Careers week in the summer term, small group sessions, form periods and assemblies, with specific focus on decision making, UCAS applications, preparing for university and applying for work and apprenticeships.</p> <p><u>Talented and Gifted Students (TaG)</u> TaG students are offered specific small group sessions to prepare them for applying to Oxbridge/Medicine/Vet Science and other competitive courses.</p> <p><u>Careers Information Evenings</u> Careers Information evening are held once a year in November The evenings start at 17:00 so that parents and carers can attend along with their child. All of the evenings are open to all students. The evening provides the opportunity to access a wide variety of careers and progression routes by showcasing local and national employers, local colleges and local and national universities.</p>
3.3	<p>Work Experience / Work Shadowing</p> <p>Extended work experience is provided for some students in Key Stage 4 as well as the opportunity to participate in vocational courses at Oaklands College when appropriate. In Year 7 students have the chance to participate in one day of Work Shadowing. IN year 10, this increases to a full week of work experience. Students at Key Stage 5 are encouraged to undertake specific work experience to support their studies during one study period a week. Students are also encouraged to undertake voluntary work to support their University applications. (see Work Experience Policy)</p>
3.4	<p>Information and Resources</p>
	<p>3.4.1 The main school Careers library has a wide range of materials open throughout the school day situated in the main library. Additionally, there is a specific careers</p>

		library for Post 16 within the Sixth Form Study Room which contains texts specific to Post 16 and University Prospectuses.
	3.4.2	All students in Years 9, 10 and 11 have a formal meeting with members of SLT to discuss their curriculum choices
	3.4.3	Post 16 Information Evening takes place in November each year to compliment other Open Events run by local schools and colleges
	3.4.4	A Year 9 Curriculum Choices Evening takes place in the spring term each year to outline the courses available to study in Key Stage 4
	3.4.5	IT resources are also available for PSHE lessons and outside of school in the form of Morrisby Careers and Unifrog. Students are also signposted to a variety of industry specific sites as is appropriate. The school website has links to these resources and also provides information to parents about the content of the CEIAG programme for all year groups. The school careers page on the website also has a live feed promoting the current apprenticeship vacancies in the area.
	3.4.6	Information is displayed on dedicated Careers notice boards around the school, and is shared on the monitors. Careers information is also promoted once per term in the weekly school newsletter STAGSlink.
	3.4.7	Funding is allocated in the annual budget. The Assistant Head teacher is responsible for the effective deployment of resources and has the role of Careers Lead.
3.5	Careers Implementation and Guidance	
	3.5.1	The Careers Lead has a Level 6 Postgraduate Certificate in Professional Study in Careers Leadership who leads the day to day implementation and guidance of the Careers programme across the school, line managed by the Deputy Head teacher.
	3.5.2	The Careers Lead coordinates each of the careers events that take place throughout the school year. The Careers Lead is responsible for maintaining the Career Libraries and notice boards.
	3.5.3	Formal Careers guidance is provided over-36 days by a dedicated personal advisor from YC Hertfordshire under arrangements negotiated annually and detailed in the Service Level Agreement. The YC Hertfordshire PA has a dedicated interview room and delivers small group and 1:1 sessions and attends Curriculum Choices evenings for Years 9 and 11.
	3.5.4	Teachers of Careers Education lessons within the PSHE curriculum are trained to provide Careers Education. The curriculum adheres to the need for a balanced and impartial learning and teaching of all options available to students at Post 16 or Post 18.
3.6	Staffing and Staff Development	
	3.6.1	All staff contribute to CEIAG through their roles as tutors and subject teachers.
	3.6.2	Staff training needs are identified as part of the Service Level Agreement process with YC Hertfordshire and during regular planning meetings between the Careers Lead and the Deputy Head Teacher.
	3.6.3	The Careers Lead provides updates to all staff through staff meetings and TLC briefings. The Careers Lead also provides Careers Education training for all ITT/ECT and New Staff as part of the school's induction and training programme.
3.7	Parents and Carers	
		Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed

		through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and, where necessary, they are invited.
	3.8	Partnerships and Business Links
		<p><u>YC Hertfordshire</u> A Service Level Agreement is on-going with YC Hertfordshire to provide an independent and impartial IAG Level 6 qualified YC Hertfordshire Advisor. YC Hertfordshire are Matrix Certified.</p> <p><u>STEM</u> The school provides STEM activities with the support of local STEM companies including GSK, Setpoint Herts, Leonardo, MBDA, and the Women in Engineering Society.</p> <p><u>Young Enterprise</u> The school participates in the YE Company Programme with Year 12 students and the 10X with students in Year 7. YE also provides enterprise days for Years 9 and 10.</p> <p><u>Rotary Club</u> The school is host to the Interact Club of St Albans who are a group of students who work alongside the Rotary Clubs of St Albans Priory. Additionally, the Rotary Club provides support to mock interviews. The school also competes in various Rotary competitions such as Youth Speaks, Chef of the Year, Technology Tournament and the Young Photographer of the Year.</p> <p><u>Oaklands College</u> In addition to the students in Key Stage 4 who attend vocational courses at Oaklands, the college is invited to attend all careers information evenings that take place including the Post 16 information evening. Students who are applying to Oaklands have the opportunity to visit the college with an appropriate member of STAGS Staff.</p> <p><u>University Student Ambassadors</u> The school invites ambassadors from universities to attend careers information evenings. Student Ambassadors are also invited to lead Year 7 and 8 assemblies to raise the aspirations of students.</p> <p><u>Peter Jones Foundation</u> Students in Year 8 are provided with the opportunity to participate in the annual Tycoon in Schools project provided by the Peter Jones Foundation.</p> <p><u>Virtual Opportunities</u> When appropriate opportunities are available online these are promoted and shared with students. These vary from pre-recorded videos, live webinars or Google Meet sessions with volunteers. All virtual opportunities are monitored by the Careers Lead to ensure safeguarding of students. No direct information is shared with volunteers and they are not able to work with students outside of the session.</p>
	4.	MONITORING
	4.1	The Service Level Agreement with YC Hertfordshire is reviewed annually.
	4.2	Evaluations are carried out through the PSHE programme, lesson observations and through student and parent surveys. The Careers Education programme is planned, monitored and evaluated by the Careers Lead and Curriculum Leader of PSHE annually. The Post 16 Co-ordinator will liaise and consult with the YC Hertfordshire to ensure that specialist career guidance is available when required.

	4.3	The school further evaluates the CEIAG provision against the Gatsby Benchmarks through the use of the Careers and Enterprise Company's Compass+ toolkit. Progress against these Benchmarks is monitored at regular meetings by the Enterprise Advisor and the Enterprise Coordinator in conjunction with the Careers Lead. The school has consistently maintained the achievement of all Eight of the Gatsby Benchmarks since 2019.
	4.4	Student and Parent evaluations take place following all careers evenings and events to ensure that students are receiving the most relevant sources of IAG.
	4.5	When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Career provision is fully supporting whole school aims.