



**The Haberdashers' Aske's Boys' School**  
Nurturing Excellence

# Careers Education, Information and Guidance Policy

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Regulation	Section 42(A) Education Act 1997
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# 1 Related Information

## 1.1 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

### **42A Provision of careers guidance in schools in England**

(1) The responsible authorities for a school in England within subsection (2) must secure that all registered pupils at the school are provided with independent careers guidance during the relevant phase of their education.

(2) A school is within this subsection if it provides secondary education and is one of the following—

(a) a community, foundation or voluntary school;

(b) a community or foundation special school (other than one established in a hospital);

(c) a pupil referral unit.

(3) The responsible authorities for a school within subsection (2) are—

(a) in the case of a school within subsection (2)(a) or (b), its governing body;

(b) in the case of a pupil referral unit, the local authority that maintain it.

(4) The responsible authorities must secure that careers guidance provided under subsection (1)—

(a) is presented in an impartial manner,

(b) includes information on options available in respect of 16 to 18 education or training, including apprenticeships, and

(c) is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

(5) Careers guidance provided to pupils at a school is independent for the purposes of this section if it is provided other than by—

(a) a teacher employed or engaged at the school, or

(b) any other person employed at the school.

(6) For the purposes of this section the relevant phase of a pupil's education is the period—

(a) beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 14, and

(b) ending with the expiry of the school year in which the majority of pupils in the pupil's class attain the age of 16.

And with:

### **The Gatsby Benchmarks of 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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## 1.2 Supporting Documents

The following related information is referred to in this policy:

Careers guidance and access for education and training providers October 2018 (DfE)
CEIAG department handbook

## 1.3 Terminology

**Head** means the Head of The Haberdashers' Aske's Boys' School.

**Old Haberdashers** refers to former students of the School.

**Parents** includes one or both parents, a legal guardian, or education guardian.

**School** means The Haberdashers' Aske's Boys' School.

**Student** or **Students** means any student or students in the School at any age.

## 2 Vision and Values

The School places great value on education with a global perspective that will prepare Students for the challenges of their future lives. It recognises, that in a world of rapidly changing employment opportunities, Students need to be given equally wide information, experience and understanding of the world of work. It also recognises that Students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and appropriate aspirations for their own future. Working together with the Girls' School where possible, the School seeks to prepare Students for a world which demands flexibility, creativity and resilience.

As part of the School's commitment to the broadest and fullest education for every one of its Students, each Student is entitled to an effective programme of careers education, information, advice and guidance (CEIAG) at appropriate phases of his progress through the School.

The CEIAG programme has a direct aim to encourage the exploration of suitable career paths, leading each Student to make sound and measured career decisions.

It will also help Students to:

- Get to know themselves better
- Develop a sense of initiative, resource and enterprise

- Develop their skills of working with and leading others.

They can thus make more informed choices when taking important decisions and are able to move more smoothly to new situations.

The overall programme is the responsibility of the Head of Careers and Head of University Applications, working closely with Heads of Sections, Housemasters, University Application Advisers and Form Tutors. Parents are encouraged to show an interest and are formally invited to take part in the programme at important times in their son's career.

We are able to call extensively upon a developed network of Old Haberdashers, Parents, armed services liaison offers and visiting speakers from universities and the worlds of industry and commerce. All are invited to offer an insight into the world of work and life beyond school. However, it is an important expectation that, within this structured and supportive framework, Students will develop and then act on their initiative for individual research.

### **3 Aims**

The aims of the Careers Education, Information, Advice and Guidance programme are to:

- Foster self-evaluation in order that Students will learn about themselves: their interests, abilities, their personal qualities and what influences their decisions
- Encourage career exploration by providing quality and up-to-date information about the world of learning and the world of work
- Promote career management by asking Students to take responsibility for their own career decisions and encourage realistic and flexible individual higher education and career paths
- Prepare Students to manage change and transition in a fast-moving world through their own sense of initiative and enterprise, seizing new opportunities and managing unexpected change with success.

### **4 Learner Entitlement**

Every Student is entitled to high quality career education and guidance as part of their overall education. Students are able to access impartial careers guidance and information regarding all pathways, not just Higher Education.

- In Years 7, 8, 9 and 10, careers education is delivered through the Key Skills and PSHCEE programme

- In Years 10, Students have the opportunity to take a careers profiling test. They are also invited to participate in relevant work experience opportunities.
- In Year 11, Students complete either face-to-face or virtual work experience and participate in workshops focusing on employability skills
- In Years 10/11, Students attend the School Careers Convention and are invited to compete in our 'Dragons' Den' competition to encourage entrepreneurship.
- In Year 12, Students are offered networking breakfast opportunities, talks and workshops on degree apprenticeships and a UCAS preparation programme
- In Year 13, Students continue to receive advice and guidance with their university and/or apprenticeship applications and on making the transition to higher education or employment.

## **5 Roles and Responsibilities**

### **5.1 Governing Board**

The governing board must have regard to the statutory guidance to ensure that high-quality careers guidance is provided to Students.

### **5.2 Head and Senior Management Team**

It is the responsibility of the Head and Senior Management Team to establish and review the policy on CEIAG, to monitor the application of the policy and to seek to ensure that activities undertaken by Students are safe, and to review outcomes of the policy regularly and update it as appropriate. They also establish the framework for CEIAG, ensure that it develops in the School and monitor and review its effectiveness. They will:

- Ensure the place of CEIAG within the structure of the timetable and the School year
- Ensure that there is adequate time available for CEIAG
- Ensure that there is guidance and impartial advice available to Students of the School about their future destinations
- Monitor and assess the quality and effectiveness of CEIAG
- Review the policy and consider changes as appropriate.

### **5.3 Head of Careers and Head of University Applications**

The Head of Careers and Head of University Applications are responsible for the practical implementation of the policy, for encouraging the development of CEIAG across the curriculum and for liaison with outside agencies and further education providers.

The Head of Careers will:

- Liaise with Heads of Section, House Tutors, the Head of PSCHEE, and the Careers Co-ordinator, to ensure the development and delivery of appropriate CEIAG programmes for Years 7 – 13
- Manage the annual Morrisby Vocational Guidance Profiling or equivalent
- Work with the Careers Co-ordinator to oversee the Year 11 work experience programme
- Organise exciting and innovative events which will inspire the Students and open their eyes to a range of career opportunities
- Liaise with The Foundation to invite Old Haberdashers to participate in talks, workshops and events
- Provide information and guidance on gap year opportunities
- Publicise career experience courses, summer school programmes, work experience opportunities and provide information and guidance regarding internships, apprenticeships and school leaver programmes.

The Head of University Applications will:

- Ensure the smooth running of the university application process, providing information and guidance to Students and Parents regarding opportunities in higher education and the application process
- Liaise with a team of university application advisers to assist in this process
- Manage the delivery of the L6 and U6 Higher Education programme
- Ensure that the School provides guidance on, and supports entry to, higher education in the United States and other overseas universities
- Monitor the development of links via the advisers with Old Haberdashers and universities that will enhance the School's higher education advice to all Students, as appropriate
- Liaise with the Head of Sixth Form to communicate matters concerned with university entrance directly to Parents and Students
- Train Form Tutors to write UCAS references.

#### **5.4 Head of Section/Heads of Department/Housemasters/Form Tutors**

The responsibility of Heads of Section, Heads of Department, Housemasters and Form Tutors is to ensure that:

- Through the assessment, feedback and reporting of Students' achievement, Students are given a clear understanding of their strengths, talents and aptitudes so as to be able to make realistic decisions about future careers, training and higher education
- All Students are given guidance and mentoring to promote high aspirations and good work habits
- Parents are involved in their son's choices on careers, training and future education.

## **6 Staff Development**

All staff are expected to contribute to the career learning and development of Students in their different roles. To meet the training needs that arise from this, the School will encourage colleagues to attend relevant external events and provide INSET sessions as and when necessary.

## **7 Stakeholders and Partners**

### **7.1 Parents/Carers**

We recognise the important role that Parents have in their child's career development and involve Parents through regular information evenings, the production of parent handbooks and through parent meetings when required.

### **7.2 Careers Support Agencies**

The School will work with outside agencies, e.g. Morrisby and UniFrog, where appropriate and where this can add value to our provision.

### **7.3 Haberdashers' Aske's Girls' School**

Where possible and of benefit to the Students, the School will run events and activities in partnership with the Girls' School, giving Students experience of working in a co-educational environment.

### **7.4 Employers, Community Partners and Learning Providers**

The School is committed to collaborative working and places great value on its links with employers, Old Haberdashers, Higher Education providers and apprenticeship providers. Employers and Higher Education providers are regularly invited into School to participate in careers and Higher Education events, and our Old Haberdashers' network is a valuable source of expertise and guidance. We also have links with a number of employers both across Hertfordshire and in London, who provide our Students with work experience opportunities.

## **8 Practical Considerations**

In order to ensure that all Students access the careers curriculum it is important that there is a wide range of resources available. The School aims to resource careers provision at the level needed by the Students.

### **8.1 Funding and Resourcing**

The Careers and University Applications Departments both have allocated budgets which are reviewed annually.

## **9 Monitoring and Review**

The effectiveness and appropriateness of the policy will be kept under regular review.

This review will include monitoring of:

- Feedback from Students, Parents, visitors, Old Haberdashers, work experience providers and destinations
- A statistical analysis of destinations.

## **10 Policy and Programme**

A very detailed overview of the CEIAG programme and Scheme of Work (SoW) for each year group can be found in the departmental handbook. This document is reviewed annually and updated by the Head of Careers and the Head of University Applications.