

	<p>Policy Name: Careers Education Policy</p> <p>Owner: Director of Co-Curricular</p> <p>Date Approved: September 18</p> <p>by Compliance Committee</p> <p>Last Review Date: August 2018</p> <p>Policy revised annually or as regulations or review demands.</p>
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The Mayfield Careers Education policy reflects the current thinking on careers education outlined in the following national guidelines, and supports and is itself underpinned by the following Mayfield School policies:

- Government Careers Strategy (Dec 2017)
- Careers guidance and access for education and training providers (Jan 2018)
- Gatsby Benchmarks (2014) - See Appendix 2
- CDI Framework careers, employability and enterprise education (May 2018)
- ISI Inspection Handbook
- Admissions Policy
- SEND policy
- Equal opportunities and Accessibility policies
- Curriculum policy
- Life Skills policy
- Safeguarding policy

This policy should be read in conjunction with the School's Annual Careers Provision Plan. (Appendix 1).

### **Context**

Knowledge about career is built and developed through participation in activity and interactions with a range of people – teachers, parents, peers, employers, and career professionals. The Career Development Institute (CDI) states there are two sides to career development: career learning (education) consisting of planned and progressive learning experiences, and personal career guidance providing individualised interventions to help individuals to build on their career education/learning and to decide on their career goal/s. The Careers Leader provides or advises on strategic leadership and quality assurance, coordinates internally and networks externally to provide a coherent programme of careers education and guidance for all girls at Mayfield School. This includes: providing initial careers information and advice; securing access to personal career guidance; providing career education and promoting subject teaching linked to careers; facilitating encounters with other careers professionals, employers and with education and training providers.

Partnerships with outside agencies, including Mayfield alumnae, and with parents and staff are of paramount importance in delivering high quality, timely, impartial and independent careers education to all girls at Mayfield from Year 7 to Year 13.

### **Ethos of careers education at Mayfield School**

Our aim is to develop independent, self-sufficient, outward-looking, reflective, informed and compassionate young women who are well equipped to “meet the wants of the age”. The Careers education programme at Mayfield seeks to do this by promoting and engendering self-awareness and opportunity awareness, and by developing decision-making skills and transition skills. The School will provide opportunities, information and support that enable girls to make considered choices about their future, to develop the skills of enterprise, and to understand that “career” is values-driven and ‘vocational’ in the truest sense of the word. Girls are encouraged to be aspirational, to build on their strengths and to use their skills in the service of others, on both a local and global stage. To this end, it is acknowledged that ‘soft’, or transferable, skills – which are developed through co-curricular activities

such as the Duke of Edinburgh's Awards Scheme, the Actions not Words programme, or the National Citizen Service (NCS) programme - are as important as hard knowledge.

The current thinking in career development circles closely mirrors our own School ethos towards careers education:

- **career happiness** – finding purpose or vocation in life, developing positive relationships with others, accepting self and others, realising personal growth and potential
- **career resilience** – career adaptability ie. the ability to adapt approaches, manage risk and develop strategies for success based on their own and others' prior experience.
- **career growth** – occurs when the above are in balance

### **Careers Education Programme**

Mayfield girls follow a structured careers education programme which is appropriate to the age of the girls as they progress through the School, ensuring that all are inspired and able to fulfil their potential.

The programme - devised, managed and overseen by the Careers Leader and delivered according to the procedures set out below - seeks to help girls learn about different careers and opportunities and gain information about training, education and occupations beyond school. The Careers programme plays an important and complementary role in a Mayfield education, which seeks to provide girls with the skills and understanding to challenge stereotypes, promote equality and diversity, and raise their aspirations.

The programme is supported and complemented by:

- Mayfield's Life Skills "My Professional Future" lessons
- the regular distribution of careers-related publications and information including in-house careers bulletins, external careers magazines and Mayfield's Careers Twitter account
- career-related assemblies and/or tutor time events
- external speakers
- interactions with employers, business, higher education and apprenticeship providers
- individual careers guidance interviews
- career-related activities and events, such as Career Information Evenings and Futures Fair
- access to the online destinations platform, Unifrog (rolling out to pupils in Years 9 -13 from Autumn 2018)
- engagement with alumnae, who offer advice, share experiences and provide opportunities for work shadowing and work experience.

The programme is designed to enable girls to:

- have access to impartial and balanced careers guidance throughout their school career
- make realistic and informed decisions affecting their futures
- have self-knowledge and understand how their strengths, weaknesses and interests relate to the world of work.
- develop the skills and confidence to meet challenges positively, to recognise and make the best of opportunities and to fulfil their potential.
- make appropriate curricular and extra-curricular choices at each stage of their schooling, including individual guidance regarding GCSE, post-16 courses and post-18 options
- develop knowledge and understanding of work and its role in people's lives, British society and globally.
- consider the widest possible range of careers, including those that are often portrayed as primarily for men.
- gain an understanding of the need for adaptability and flexibility within a career and the need to develop transferable skills.
- make appropriate choice of, and applications for, Higher and Further Education, and develop an awareness of careers that can be accessed without the need for a degree.

- gain information about training, education and occupations beyond school which best meet their individual needs and aspirations.
- learn about different careers and opportunities, obtain individual guidance and have some work experience.
- develop entrepreneurial skills.
- gain an understanding of how to apply for and interview for a range of jobs.
- develop and practise CV, job application and interview skills.
- learn how to behave appropriately within the workplace.

Feedback from girls about individual elements of the programme is sought, and the whole programme is reviewed annually by the Careers Leader and senior staff.

# Appendix 1: Careers Education Provision Plan 2018-19

## Key:

Regular careers-related publications (in-house and external) circulated

Life Skills sessions - My Professional Future and related Financial Literacy

In-house Career-related assembly / tutor time events or curriculum lessons

Career-related activities and events including talks, careers fairs, employer encounters and 1:1 careers guidance interviews

**NB:** Pathways is the half-termly in-house careers information bulletin distributed to all pupils, parents, staff, Governors and OCs

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin
			Future Magazine	Future Magazine	Sixth Form Open Evening	Information Evening; Presentation to parents and girls (outline of year in terms of UCAS etc)	UCAS applications
			Moving On (CASCAID) magazine	Moving On (CASCAID) magazine	Sixth Form taster day		Support with Personal Statements
			CV writing (IT)		Future Magazine	Future Magazine	University Open Day visits
					Moving On (CASCAID) magazine	Moving On (CASCAID) Magazine	Weekly Oxbridge preparation sessions
					Life Skills My Professional Future x 2: Thinking about A Levels and beyond	Life Skills My Professional Future x 5: professional behaviour - email, phone and workplace etiquette; personal skills audit and road map; how to stand out from the crowd; CV writing; MOOCs; where to research for post-18 options	Future Magazine Moving On (CASCAID) magazine

Autumn Term 2	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin
	Girls in Computer Science Day	Girls in Computer Science Day	Girls in Computer Science Day	Girls in Computer Science Day	Girls in Computer Science Day	Girls in Computer Science Day	Girls in Computer Science Day
			Careers Information Evening	Careers Information Evening	Careers Information Evening	Careers Information Evening	Careers Information Evening
			GCSE Options talks	Future Magazine Moving On (CASCAID) magazine	A Level Options talks	Oxbridge lunch for potential applicants	Talk from Student Finance Company
			Future Magazine Moving On (CASCAID) magazine	Life Skills My Professional Future x 4: employment of young people; understanding where to find information; researching options available; personal road map	Future Magazine Moving On (CASCAID) magazine	Future Magazine Moving On (CASCAID) magazine	University interview practice evening (with Skinners School)
			Life Skills My Professional Future x 2: Thinking about GCSE options – strengths and preferences, choices and opportunities		Talk from NCS	Life Skills Financial Literacy: Student loans	Interview practice for Oxbridge, Meds, Vets
						Life Skills My Professional Future x 1: Gap year planning	Future Magazine
							Moving On (CASCAID) magazine
							Life Skills My Professional Future x 1: What to expect – Freshers' Fair, uni life, accommodation

Spring Term 3	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin
	Careers assembly (tutor time): Decision making	Careers assembly (tutor time): Decision making	Options talks GCSE Options Evening	Future Magazine Moving On (CASCAID) magazine	Options talks 1:1 A Level options interviews	Extended tutor time - exploring and researching ideas for careers and HE choices	UCAS: Choosing firm and insurance choices and how to do this
	Yr7/8 STEM Careers Evening (People Like Me)	Yr7/8 STEM Careers Evening (People Like Me)	1:1 GCSE options interviews Future Magazine Moving On (CASCAID) magazine		Life Skills My Professional Future x 3: Thinking about A Levels and beyond; personal skills audit; career dilemma; other people's careers Future Magazine Moving On (CASCAID) magazine	All girls & parents receive Mayfield Higher Education Guide Presentation on University in the USA Weekly Oxbridge preparation sessions Future Magazine Moving On (CASCAID) magazine	Future Magazine Moving On (CASCAID) magazine
						Life Skills My Professional Future x 5: reviewing CVs/preparing for personal statements, cover letters, applying for a role, interview preparation and practice, career dilemmas / dealing with rejection	

Spring Term 4	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin	Pathways bulletin
	Futures Fair	Futures Fair	Futures Fair	Futures Fair	Futures Fair	Futures Fair	Futures Fair
	Careers assembly (tutor time): Not just one career – Q&A session	Young Enterprise Tenner Challenge x 4 weeks	Young Enterprise Tenner Challenge x 4 weeks	Future Magazine	NCS presentation	Extended tutor time - exploring/researching ideas for careers / HE choices	Future Magazine
			Future Magazine	Moving On (CASCAID) magazine	Future Magazine	Weekly Oxbridge preparation sessions	Moving On (CASCAID) magazine
			Moving On (CASCAID) magazine		Moving On (CASCAID) magazine	Girls book taster days and open days	
						School trip to Oxford and Cambridge Student Conference	
						Talks by recent OCs at university about their subjects and universities	
						Future Magazine	
						Moving On (CASCAID) magazine	
						1:1 careers guidance interviews	





## Appendix 2: Commitment to The Gatsby Benchmarks

Gatsby Benchmarks			Evidence of Meeting / Working towards Benchmark
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers policy (available on website)</li> <li>• Annually reviewed whole school careers provision plan (available on website)</li> <li>• Named Careers Leader in place (SMT, L4 Diploma in Careers Information and Advice; L6 CDI Certificate in Careers Leadership)</li> <li>• Two Careers Link Governors</li> <li>• Additional L7 Careers-qualified member of staff (PG Dip Career Management)</li> <li>• Regular review of programme with colleagues and Link Governors; review of individual events with pupils</li> </ul>
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Unifrog Autumn 2018 onwards</li> <li>• Employment of external careers guidance organisation to deliver impartial 1:1 careers interviews</li> <li>• Use of Careers Dept Twitter account to disseminate careers-related articles and information to parents and pupils</li> <li>• Half-termly in-house Pathways Careers bulletin distributed to all pupils, parents, governors and staff</li> </ul>
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7/8 WISE People Like Me STEM careers evening</li> <li>• Computer Science for Girls Day</li> <li>• Individual Action Plans from 1:1 Career Guidance interviews distributed to pupils within 4 days of their interview. Tutors and Head of Sixth Form also receive a copy</li> <li>• Introduction of Unifrog Autumn 2018 onwards</li> <li>• Life Skills sessions</li> <li>• Distribution of CASCAID Moving On and Future magazines with relevant articles</li> </ul>

4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	<ul style="list-style-type: none"> <li>• Year 7/8 WISE People Like Me STEM careers evening</li> <li>• Computer Science for Girls Day</li> <li>• Maths Enrichment day (Yr 10)</li> <li>• University and employer visits eg. Geologist; Cardiff Met University to discuss careers in Ceramics</li> <li>• Wide range of career-specific extra-curricular clubs eg. Med Soc, Dissection Society, DofE</li> <li>• Wide range of Year 12 Enrichment activities eg. coding, animal and land management, culinary skills</li> <li>• Life Skills sessions</li> <li>• Distribution of CASCAID Moving On and Future magazines with relevant articles</li> </ul>
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<ul style="list-style-type: none"> <li>• Alumnae play a key role in providing work placements, career-specific advice, networking opportunities for girls</li> <li>• Annual Careers Information Evening (Year 9 and above)</li> <li>• Futures Fair</li> <li>• STEM People Like Me Careers Event (Yr 7 &amp; 8)</li> <li>• Scholars' Dinners and lectures</li> </ul>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls in Year 11 and above attend internships and work experience placements over the summer holidays</li> <li>• Weekly Actions not Words placements for all Year 12 girls</li> <li>• Work shadowing day for all Year 12 girls (July)</li> </ul>
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>	<ul style="list-style-type: none"> <li>• Visits from Universities eg. Cardiff Metropolitan for Ceramics and Decorative Arts</li> <li>• Futures Fair</li> <li>• Year 12/13 students attend University Open Days</li> <li>• Year 10 visit to Newnham College for Science Day</li> <li>• Sixth Form visit to Newnham College for International Day of the Girl (Wikipedia editing and writing)</li> <li>• Practice interviews with university admissions tutors</li> <li>• Attendance at Oxford and Cambridge Student Conference</li> <li>• Attendance at Fulbright American Universities Fair</li> <li>• Promotion of event, opportunities and Open Days through Pathways bulletin</li> <li>• Tutor assemblies and Life Skills lessons</li> <li>• Girls undertaking Erasmus Project girls attend university interview and supervision period at Cambridge</li> </ul>

8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	<ul style="list-style-type: none"> <li>• 1:1 careers guidance interviews for all Year 12 girls with external Level 6 qualified careers specialist</li> <li>• Careers advice interviews on request for any pupil in Year 9 or above</li> </ul>
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