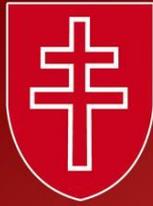


Founded 1642



New Hall School

Senior Divisions Careers & Higher Education Guidance (CEG)

Reviewed by	Senior Leadership & Management Team
Date	August 2018

CAREERS EDUCATION INFORMATION AND ADVICE (CEIAG) POLICY

(Incorporating Work Experience Policy)

1. CAREERS

Careers Education at New Hall helps enable students to meet confidently the challenges of the wider world. The unique value of each individual is recognised and students are encouraged to use their talents to the full.

The school aims to help students to gain and develop the necessary skills and confidence to make realistic and informed decisions about their futures and to manage the transition from KS3 to KS4, from KS4 to Sixth Form and then to HE or training and employment.

We are committed to ensuring that:

- All students are treated without prejudice and have entitlement to careers education and guidance.
- All students have equal access to accurate up to date and impartial information advice and guidance free from bias and stereotyping.
- Individual personal aspirations are important and are treated with respect.
- Impartial Careers Guidance is integral to the careers programme.
- Careers education and guidance underpins the curriculum.
- All students experience access to careers information. All students have access to the experience of the world of work. All students have access to individual counselling.
- Access to impartial careers advice and information.

CEIAG begins in Key Stage 3 when students are encouraged to identify their strengths and record their achievements in their progress folders. They are also encouraged to learn about different jobs and begin to think about what is important to them in a career. As students progress, CEIAG is designed to give students the confidence to assess their ability and to explore the options available. Students are encouraged to review personal achievement in and out of school, plan for future action, and appreciate the need for contingency preparation. Sources of help and guidance available at each transition stage are conveyed to them. Furthermore, CEIAG is designed to give students the confidence to present themselves at interview to maximum effect and through written application, have experience of the world of work, be able to challenge attitudes of gender, race and class stereotyping in occupational choice and to be able to recognise the value of, and promote, equality of opportunity.

Careers Education enables students to meet confidently the challenges of the wider world. The Careers Department delivers a broadly-based curriculum in an atmosphere of trust and respect, and is conscious that students are drawn from many different environments.

Developments have taken place in CEIAG at New Hall towards the achievement of best practice, as advised by the DfE.

1.1 Principles

CEIAG at New Hall

- Empowers students to plan for and manage their own future
- Responds to the needs of the individual learner
- Provides impartial comprehensive advice
- Actively promotes equality of opportunity and challenges stereotypes

- Raises aspirations
- Helps young people to progress
- Provides access to accurate and up to date information free from bias and stereotyping
- Provides an Entitlement Statement endorsed by Senior Management/Leadership and Governors (see Appendix A)
- Encourages parental involvement actively
- Includes links with AOTs (Adults Other than Teachers) to encourage links with the wider world
- Considers a student’s interests to inform future planning and delivery

1.2 Management

The Careers Co-ordinators are responsible to the Senior Leadership Team and are supported by the Careers Administrator and by the HoY and tutor teams for each year group.

1.3 Whole School Issues

There is a strong pastoral system and most delivery is via tutorial and PSHEE programme, in addition to after-school slots.

1.4 Staffing

The Careers Team (CT)	HoY	Tutor	Specialist careers advisers	IT
1. Provide most overall material	1. Oversees work of tutors	1. Delivers most of programme through PSHEE	1:1 impartial interviews; Year 10 CES Morrisby Year 12 COA Centigrade	Computer input by fasttomato. Access to careers specific material via websites. Identified Student groups on iSAMS enable specific materials to be sent to particular students
2. Deliver specialist parts	2. Some programme input in consultation with The Careers Team	2. Personal tutorials		The Unifrog platform is widely used for both those exploring universities (UK and overseas) and those considering alternatives to Higher Education (e.g. apprenticeships) Use of internet for researching university courses HEAP available online to students

1.5 Resources

There is a well-stocked careers library within the main Library, computers, and open access to students at all reasonable times. Further careers funding is available by negotiation, based on a fixed allowance.

1.6 Training and Development

Training requirements are proposed by the Careers Team and other staff through Departmental Development Plans and budget bids to the Vice Principal for consideration.

1.6.1 Partnerships

- BEP Group – work experience
- Local Authority – Employability for Life Charter
- Local Business, Parents, Universities and New Hallians/‘Old Fishes’ for Careers Convention, Careers presentations, mentoring, and work experience and work shadowing
- Careers Education Service provide 1:1 psychometric testing and follow up interviews for students in Year 10
- COA provide centigrade testing and follow up interviews for students in Year 12 seeking Higher Education.
- National Citizenship Service

1.6.2 Curriculum Matters

Curriculum careers matters are decided by the Careers Team, in consultation with the Principal and HoYs, and on advice from professional associations and DFE. The following are pertinent:

- Careers library freely available
- HoC frequently available
- Interest and aptitude via fasttomato, personal tutorial
- Work experience in Year 11, and work shadowing or experience Year 12/13
- Achievement recorded via, Personal Record of Achievement and Progress folder
- Accreditation of employability skills with Employability for Life Charter
- Curriculum Vitae proforma available to students at Key Stage 4
- Action planning policy for school
- Individual interviews via CES, COA, PA, Careers Team, HoS, tutors

1.7 Monitoring and Reviewing

There is an annual review of development plans. With respect to careers, there is an annual review of PHSEE, Action Planning and CEIAG Policy. Tutors monitor and advise on units of work for Year Groups 9, 10, 11, 12/13.

The careers element of the PSHEE programme is reviewed by the Head of Division/Head of Sixth Form, as appropriate. Action Planning is reviewed by the Careers Team and Head of Division/Head of Sixth Form, as appropriate. The CEIAG is reviewed by the Careers Administrator, in consultation with HoYs.

1.8 Achievements in CEIAG

Activities provide students with a range of experiences, working with AOTs Industry days:

- Problem solving days
 - Interview practice
 - Work shadowing
 - Work experience
- Growing and well-resourced careers library with improving computer facility, and specialist books
- Good links with parents via information evenings, the Year 9 Options Evening and the Year 12 Higher Education Evening
- Programme of specialist talks using outside agencies for interview training and HE application
- Professionals deliver a range of career presentations to students throughout the year
- Biennial Careers Convention

- The introduction of STEM careers events and trips run to challenge stereotypes and promote equality of opportunity

1.9 Targets

- To ensure we continue to deliver CEIAG allowing students to experience careers guidance from Years 7-13
- To develop further IT in CEIAG
- To include CEIAG in curriculum time
- To increase the number of trips and visits relating to careers
- To increase the variety of delivery methods to include more AOT's

<h2>2. HIGHER EDUCATION GUIDANCE</h2>
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Through Higher Education guidance at New Hall, we endeavour to give advice and support to both students and parents in making choices about the range of courses and institutions available. This is achieved through personalised advice, taking into account the academic qualities and aspirations of each student, to ensure that a strong application is made via the UCAS system, or its equivalent

2.1 Guidance to Year 11 Students

2.1.1 *Choice of Post 16 options*

Students in Year 11 are informed of their options post-16 by means of tutorials and assemblies. Students are provided with careers guidance booklets to support this process. Individual advice and guidance is offered by the Careers Team to students who may not wish to consider Higher Education or A Levels. Information on alternative study options is available in the careers library.

2.1.2 *Choice of A Level Subjects*

Before the Sixth Form Information Evening in October, GCSE students are provided with a Sixth Form Taster Day to allow them to experience A Level study in 'new' subjects and advise them about Sixth Form expectations to support their decision making.

Higher Education Guidance begins before students embark on Sixth Form study, with advice given with regard to chosen A Level subjects. All students in Year 11 are interviewed by members of the Senior Leadership Team to help ensure that their chosen subjects are appropriate to any degree course entry requirements and aspirations that the student may express at that time. This advice is also given to external prospective Sixth Form students during the course of their admissions interview.

2.2 General Guidance

In the Michaelmas Term, Year 12 students are introduced to options facing them with regards to their future beyond the Sixth Form, and how our programme looks both to inform and support them through the choices they will be looking to make. Year 12 students, parents and guardians are invited to a Higher Education event in February/March of Year 12, during which presentations are made by the Head of Sixth Form and a guest speaker from a Higher Education institution. These presentations, and accompanying handbook, provide an overview of the process of applying for Higher Education courses, including advice on how to begin researching courses and institutions, as well as information on the practicalities of making a UCAS application and the UCAS process. From January onwards the programme of Taster Courses offered by the London universities is advertised to students, who are encouraged to research and apply for courses which may be of interest to them. Students are informed also of alternatives to Higher Education (e.g. apprenticeships), and are made aware of the alternative pathway designed to focus and support

their preparations for their future. Students are empowered to choose which of the two pathways (or indeed both, if they are really unsure) to take.

2.3 Higher Education Preparation

In Year 12 once the internally assessed examination period has ended, students undertake further progress with the “Your Future” programme, which includes a series lectures, workshops and events ‘off-timetable’ to progress their research into Higher Education or an alternative; these are designed to provide further information and support. These cover seminars on course and institution research, workshops on personal statement writing, and other related issues. Students receive personalised advice from Sixth Form tutors.

2.4 Preparing Higher Education Applications

Centigrade Testing is offered to students in Year 12 in the Michaelmas Term to support them in identifying appropriate courses. This is followed up with a one to one interview and students have access to information regarding appropriate courses, Open Days and degree course descriptions. Students have free access to HEAP online publication providing them with current information about courses, as well as support from the Unifrog platform.

2.4.1 UCAS applications

These are submitted on-line via the UCAS website. Tutorial sessions in the Michaelmas Term of Year 13 are dedicated to supporting the students in completing their application forms, with particular attention paid to the completion of the personal statements (*see Appendices C and D*). Each student receives advice and support from his/her tutor, along with additional guidance from the Sixth Form Management Team and Sixth Form House staff. Discussions are held to help ensure that a student’s predicted grades match the range of courses chosen and each student is strongly advised to choose one ‘insurance’ course requiring lower grades than those predicted. Once the application is ready for submission, it is reviewed by the Head of Sixth Form or a member of staff delegated with this responsibility, who will return the application if there are any concerns or errors.

2.4.2 Non-UCAS Applications

For those applying for Art Foundation courses, advice is provided by the staff in the Art Department, especially with regard to the written application and preparation of portfolios. References are prepared by both the Head of Art and Head of Sixth Form.

References required for applications to non-UK universities are provided by the Head of Year or the Head of Sixth Form, along with subsequent documentation, such as examination results.

2.5 Oxbridge/Selective University Preparation (OMEGA)

Preparation for Oxbridge/Selective University applications is available to all students in the school, via the OMEGA programme.

Students in Years 7-11 receive information about competitive universities, and advice on applications, from the Oxbridge Co-ordinator. This advice is targeted particularly at students who are about to choose options at GCSE and A Level. Trips to Cambridge/Oxford are organised for interested students during Years 10 and 11.

Students in Years 12 & 13 receive individual assistance with applications from the December of Year 12 onwards. This includes advice on choices of course, university and college, guidance regarding work beyond the A Level syllabus, advice about how to prepare for the challenging interview process and monitoring of the progress of applications. Towards the end of Year 12, students are

encouraged to attend Open Days at their chosen universities, where they can hear talks about all aspects of university life and about individual courses, and where they have the opportunity to visit colleges/departments. From the January of Year 12 to the December of Year 13, help with preparation for interviews, admission tests and pre-submitted work is arranged by the Oxbridge Co-ordinator and provided by the relevant academic department staff. In Year 13, the Oxbridge Co-ordinator arranges mock interviews for students who have applied to Oxford or Cambridge.

Guidance on the academic profile of Oxbridge candidates is available to students, so that they are aware that they should be in receipt of at least 5A*s at GCSE. It is expected that serious Oxbridge applicants will also undertake the Extended Project in a subject closely related to their course choice at the time of their Oxbridge application.

2.6 Interviews and Admission Tests

Support is given to all students who need to attend interviews (e.g. medics, nurses, teachers) and those who need to sit admission tests. Advice and resources are provided for students preparing for the BMAT/UKCAT, LNAT, MAT, STEP and university specific entrance tests.

2.7 Accepting Offers

Students are advised not to accept offers until late in the Lent Term or at the start of the Trinity Term to ensure that the entrance grades are attainable. Students are also advised to accept an 'insurance' offer that differs from their firm choice by at least two grades.

2.8 Results Day

The majority of students at New Hall achieve the university of their choice. However, for the small number who need to use UCAS clearing, advice and support is given on A Level results day by all key staff, with access to computers and telephones readily available.

2.9 Resources

New Hall students have access to a wide range of printed and electronic resources to help them to prepare for Higher Education. The Careers Library, maintained by the Careers Administrator, stocks copies of university prospectuses (there are also duplicates in the Sixth Form Centre), as well as up to date publications such as good university guides and books offering advice on pursuing specific courses and careers, entry to Oxbridge and passing entrance exams.

Each staff member of the Sixth Form team has access to the Unifrog platform and is provided with access to 'Heap's 'Degree Course Offers' (and other publications and resources) to enable the most up to date advice to be given.

3. GUIDANCE WITH REGARDS TO ALTERNATIVES TO HIGHER EDUCATION

It is expected that all students will participate in the Your Future programme in Year 12 which aims to assist students in preparing for the options facing them after Sixth Form at the school.

From the end of June in Year 12 students can opt into the Alternatives to Higher Education pathway, which is co-ordinated by the Careers Administrator. This will help provide an individualised programme of support and guidance for students to run parallel to the UCAS application programme in which most students will be participating.

It aims to track and encourage their own progress (within a structure) towards exploring other options available to them, such as apprenticeships. All students are expected to write a personal statement, they are supported in producing an up to date CV, and a comprehensive record of their

achievements presented in a record of achievement folder. Students will also be encouraged to attend events which may be of interest to them such as apprenticeship open days, careers conventions etc.

Careers Education Information Advice and Guidance Entitlement Statement

1. We believe that all students are entitled to have access to:
 - Comprehensive up to date careers information which includes education, training and employment opportunities.
 - Advice and guidance which is impartial, respects confidentiality, is easily accessible and supports students in making personal careers decisions.
 - A Careers Education Programme built on the basis that students need a variety of skills, knowledge, experience of work and specialist support in order to make informed career choices.

2. We recognise that:
 - The skills of Action Planning will provide lifelong advantages for our students.
 - Parent/Carer support in the decision-making process is invaluable.

3. Equality of opportunity is central to our work.
The Senior Management and Governors of the school acknowledge the importance of creating an environment in which students can reach their career potential, and therefore give their full support to this statement.

Principal

Chair of Governors

Quality Standards

1. Students to have access to up to date comprehensive careers and labour market information. This should cover local, regional and national perspectives.
2. Students to have access to impartial advice to assist them to reach suitable career decisions.
3. Students to benefit from a structured programme of Careers Education Information Advice and Guidance which embeds the Action Planning process and promotes equal access to appropriate opportunities. It should also include opportunities for experience of work.
4. Careers Education Information Advice and Guidance is accorded the status and resources that will create the environment in which students can work towards achieving their career potential and promote the concept of life long learning.
5. Parents/guardians are actively encouraged to support students in the career decision making process.

Work Experience

This Policy is part of the CEIAG Policy for the school and is included in the CEIAG Entitlement Statement.

All students in Year 11 are encouraged to participate in a 1-2 week work experience following their GCSE examinations during the Trinity Term of Year 11.

We have used BEP group as a provider to check the health and safety of placements to ensure that students have a safe and worthwhile experience (from 2015).

BEP Group provide the data base for local placements and a vetting service for placements outside this base. Additional work experience is encouraged in Year 12 with some students participating in Work Shadowing.

On the occasion where parents find own placements, these are the responsibility of the parent. As a school we will issue companies with documentation from the School to confirm that they meet the necessary insurance and health and safety requirements.

Students are prepared for work experience via: the Careers Team and tutors. The de-briefing is via the Careers Team and Tutors.

The Policy is regularly reviewed and updated. All students are expected to complete a work experience booklet as a record of their work experience.

Health and Safety Statement

For work experience (from 2015 onwards) BEP will carry out all the necessary health and safety checks before placements are confirmed. BEP insist on the correct insurance provision.

For own find placements, BEP check the placement for an additional fee. If this is not possible, parents are required to satisfy themselves that health and safety are adequate, then the school send

forms for the employer to complete confirming that the relevant insurance is provided and that Health and Safety Policy, meeting the requirements of the 1974 Health and Safety at Work Act, is in operation.

Work Experience Programme

Students arrange work experience placements or through parental and school contacts, or with support from the BEP database. Students with special needs will have support in doing this.

It is unusual for a student to fail to find and complete a satisfactory work experience.

Obtaining Placements

Year 11 parents are invited to an Information Evening to explain work experience and its procedures. Parents are recommended to use BEP to check health and safety of placements

Students wishing to find their own placements complete an own find form and these will be checked by BEP for health and safety, and insurance. The BEP database is also made available to students.

Students submit parental consent forms, and employer forms for agreed placements for non-BEP applications to the Careers Administrator.

Vetting Placements

BEP have procedures for vetting database and other placements. All non database placements are sent New Hall School Letters of Understanding and a Checklist for Employers Risks Covered.

Students make a comment on the suitability of the placement at the end of the work experience.

Preparing Employers

BEP prepare employers on the database and any they may vet for the school. Others receive the Letter of Understanding, Checklist for Employers Risks Covered and an Employers Guide to Work Experience.

Preparing Students

Purpose and Aims

The Careers Team give a general talk and prepares work experience booklets for delivery by the tutors. Older students relate their experiences from work placements. Students receive Work Experience Preparation in order to prepare for placement choice.

Choosing Placements

Students select up to six jobs from the BEP database on line. Once selection is completed on line and agreed by parents and students, students submit their application for allocation by the Head of Careers. Other students use BEP Own-find forms. Once BEP have vetted placements students will be allocated a placement of their choice by The Careers Administrator who will contact the employer and issue the students with the work experience agreement form and job description.

If more than one placement is required, each needs a separate form.

Students arrange interviews where necessary and placements are confirmed.

Further Preparation

Prior to going out on the placement the Careers Team and tutors work through the Preparation booklet with students, which outlines expectations of employers and students and also information relating to health and safety.

Students have a Personal Record of Achievement Folder in which to store information relating to careers and work experience.

Supporting the students

Staff visits are undertaken during the student's placement wherever possible. Staff contact all placements early in the week to ensure that students are settling in and that there are no problems. Students can telephone school to contact the Careers Administrator if there are problems. The Careers Administrator will then arrange to contact the students at home or at work, as appropriate. Parents are central to the support process. They reserve the right to withdraw a student if there are problems that they or the school cannot resolve.

Reporting feedback

All employers are asked to complete a reference and to inform us of any problems. Students complete a review of their placement and discuss it with Tutors and peers.

There is a year group meeting with the Careers Team for general open discussion, comments and sharing of experiences. Volunteer students report on their experiences.

Students review their experience using a booklet prepared by the Careers Administrator. They also write thank you letters to employers and use their experience to inform their action planning.

COMPLETING YOUR PERSONAL STATEMENT

The UCAS personal statement is your opportunity to tell the universities more about yourself, your achievements and your interests. You need to try, as far as possible, to make yourself stand out from the crowd, but there are some key 'dos and don'ts' in achieving this. The person who reads your personal statement will be a subject specialist and will want to know why you have chosen their subject and why you would be a good addition to their faculty.

Step One: Gathering Information

Writing about yourself is a hard and unnatural task. The best way to start is to make a list answering the following points:

- Why do you want to study your chosen subject?
- What have you read/visited/experienced that has broadened your understanding of the subject area?
- What academic qualities do you possess?
- How has the study of other A Level subjects developed your academic skills?
- What work experience have you undertaken? (This needs to be detailed for certain courses)
- What other achievements/qualifications do you have?
- What activities have you undertaken (voluntary service, sport, music etc)
- Do you have any positions of responsibility?
- If you are taking a Gap Year, how do you plan to spend it?
- Do you have any current career aspirations?

Step Two: The Academic Sections

This is the most important section of your personal statement and should comprise 1/3 to 1/2 of your final submission. You can be a wonderful sportsperson with lots of interests, but if the university does not sense your passion and enthusiasm for the subject, then they will not make you an offer. Mention specific texts, trips or topics that have been of interest and comment on areas of the undergraduate course that interest you (but make sure all five universities offer this).

Step Three: The Non-Academic Sections

This should not be just a list of achievements or activities that you have participated in. It should state these, but in the context of the skill you have developed as a result. For example, 'I am a Senior Prefect and member of NHVS' should be rephrased with 'As a Senior Prefect with responsibility for Charities, I have developed leadership and teamwork skills through the recent fundraising campaign for a school in Rwanda'. You should also focus on more recent activities, rather than things completed in Primary School since these will be of more relevance to your application. This advice also applies to your comments about work experience.

Step Four: Proof-reading

You will need to show your completed draft to a number of people for checking. Before you do this, however, you need to have proof-read your statement and not just rely on spell-check since this does not often pick up really obvious and potentially embarrassing mistakes. There is no excuse for poor spelling or grammar and these applications will be quickly rejected.

Suggested Writing Structure

1. Reason for course choice with specific references to your experiences and interests (including work experience where relevant)
2. Broader academic skills and interests
3. Non-academic activities and interest
4. Concluding sentences that reinforce your passion and commitment to the chosen course

Final Dos and Don'ts

- ✓ Do plan your answer before you begin to write
 - ✓ Do expect to make several drafts before achieving the final version
 - ✓ Do ask people for feedback
 - ✓ Do ensure you use formal English
 - ✓ Do be enthusiastic
 - ✓ Do spend time on this – a good statement cannot be drafted in 20 mins in front of the TV
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- Don't use fancy language that does not come naturally
 - Don't waffle about irrelevant things
 - Don't try to be funny, since the reviewer may not share the same sense of humour as you
 - Don't lie – it is an offence to do this on your UCAS form
 - Don't start every paragraph with 'I'
 - Don't download a statement from the internet – UCAS is using sophisticated plagiarism software to detect this

Please also see the section on writing the personal statement in your Higher Education Guide

Self-Reflection Sheet (to assist in your own self-reflection through the prism of desirable skills complete as many boxes as possible)

Common Desirable Skills/Attributes	Evidence
<p><i>EXAMPLE</i></p> <p><i>Independent study skills</i></p>	<p><i>EXAMPLE</i></p> <ul style="list-style-type: none"> - <i>Have started the Extended Project on The Use of Chemistry in Solving Crimes in 1930s America.</i> - <i>ICT coursework.</i>
<p>Independent study skills:</p>	
<p>Self-awareness (e.g. your own strengths and weaknesses):</p>	
<p>Motivation and commitment:</p>	
<p>Understanding of the course I intend to apply for:</p>	

Good numeracy and literacy:	
Essay writing:	
Research skills:	
Time management skills:	
Enthusiasm to go beyond the syllabus:	
Collaborative/Team Working skills:	
Presentational skills:	