



Jersey College for Girls Careers Education and Guidance (CEG) Policy

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Link to our vision

A student will leave us with an excellent record of achievement for an academically demanding course at university or employment which will lead to a stimulating career. She will have the ambition, motivation and staying power, which will equip her to study independently and successfully at either. She will apply for internships, work experience and voluntary work in her holidays.

Introduction

This policy is intended to support the College in the provision of high quality careers education and guidance. We aim to develop the skills, knowledge and confidence of each student at JCG so that she is able to embark on a fulfilling career leading to significant personal development which will enhance her life and the lives of those around her.

JCG staff, staff from external agencies and other members of our community make valuable contributions to careers education and guidance for JCG students. Our students have a broad range of opportunities to develop their personal and employability skills. The curriculum (in particular in PSHE), work experience, community involvement and non-academic activities enable JCG students to experience an enriched education through experiential learning. These opportunities help students develop their decision-making processes and prepare them for life beyond JCG.

Objectives

We aim to promote self-awareness for each student so that she can be confident with her skills and knowledge. We give students time to reflect on their strengths, limitations, needs and values in academic mentoring. We help them develop skills and awareness through numerous extra-curricular activities including subject-related lectures and enterprise days. JCG students are able to take part in decision-making processes as part of JCG Voice. The College provides excellent support in helping students making informed decisions especially during key stage transitions. We achieve this through specialist input from teaching staff, careers advice and guidance during one-to-one interviews and by providing time for students from different year groups to speak with each other. Students are well informed about the opportunities available to them during their time at JCG and after they leave. Numerous outside speakers visit JCG for assemblies, enrichment sessions and lunchtime talks.

Provision

The school has:-

- a CEG curriculum delivered to all students through PSHE in KS3/4 (See Appendix I)
- a CEG curriculum delivered through the higher education enrichment and Friday afternoon enrichment programmes at KS5 (See Appendix I)
- tutorial programmes including careers education and guidance
- academic mentoring sessions including information, advice and guidance
- close links with Careers Jersey

The school provides access to:-

- the school careers library
- independent face-to-face advice both internally and externally
- up to date e-learning applications
- the Jersey Careers Service within the school provision
- the knowledge and experience of voluntary careers coaches through individual meetings and group workshops
- outside speakers to enhance student knowledge of courses available and the local job market
- individual interviews at each key stage
- events which promote student understanding of the world of work
- Trident placements and other work experience
- business partnerships
- enterprise competitions including the Channel Islands student business challenge (CISBC), young enterprise and the business, accounting and skills education (BASE) competition.
- the extended project qualification (EPQ) at KS5.
- local, national and global trips and visits which encourage risk-taking and global awareness
- local, national and global links to former students via the JCG Foundation

Work experience is an integral part of careers education and guidance and of work-related learning.

- Every student in KS5 should be provided with the opportunity for completing some work related experience during curriculum time
- Where appropriate, work experience will be provided for students in KS4 to support and compliment the curriculum provision
- The work experience programme should be able to respond to the needs of the Jersey community

JCG meets the quality standards as laid out by the Education Department (see Appendix II).

The roles of the Employability Coordinator, tutor, Head of Key Stage, Assistant Head of Year, subject teacher, parent and student are described in Appendix III.

Relationship to other policies

External

- Revised Policy for Careers Education, Information, Advice & Guidance (Education Department March 2015)
- Work Experience Policy (Education Department June 2015)
- Child Protection (Education Department Updated June 2016)
- Statutory guidance for schools: Careers guidance (DfE March 2013)
- Quality Standard for Work Experience (DCSF 2008)
- Career Mark (Quality Standard in CEG)
- Education (Jersey) Law (1999)

Internal

- Work Experience
- Health and Safety
- Individual Student Needs (ISN) Policy
- Child Protection
- Learning and Teaching Policy
- Six Year Strategy

Further Reading

- Securing Independent Careers Guidance: A Practical Guide for Schools (DfE 2012)
- National Careers Service:- <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Outline of CEG within the PSHE syllabus and schemes of work
2016

CEG is generally covered in the PSHE syllabus, sometimes by the syllabus itself, which also contains elements of citizenship and sometimes within discrete modules within the syllabus. At Key Stage 5 CEG is delivered through the enrichment programmes.

Year 7 and 8

Although not taught discretely in Year 7 and Year 8, CEG is covered in the PSHE programme by modules such as such as a talk from Careers Jersey in Year 7 and in Year 8 students start to recognise their strengths, achievements and weaknesses and evaluate how these might inform future choices in learning and work.

Year 9

In Year 9 students receive a 1 hour lesson per week covering PSHE, citizenship and careers including:-

- Students identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
- About different work roles and career pathways, including clarifying their own early aspirations
- Self-evaluation. Students complete a self evaluation form and discuss areas they need to improve on, in order to achieve their best post option choices
- Option choices. Helping students make the correct choice for them, taking into account individual needs

In addition to this:-

- SLT member with responsibility for CEG/HoKS attend either a PSHE lesson, a form time or assembly (depending on timetable commitments) to explain the school process for options.
- Students are visited in form time by the SLT member with responsibility for CEG/ HoKS / EC to answer questions and offering 1 to 1 interviews for those who request it.
- The college organises an options evening to discuss and research GCSE options
- Using New Kudos to identify areas of interest, this is also used to identify strengths and weaknesses and possible career choices

Year 10

In Year 10 students receive a 1 hour lesson per week covering PSHE, citizenship and careers including:-

- At the start of the year, all Year 10 students receive a talk from a Trident representative. This is to explain how Trident works and how the students should complete their forms. This is to be followed up during form time
- Introduction to banking with a visit from the consumer council and a financial company
- Writing a CV and personal statement
- About the range of opportunities available to them for career progression, including in education, training and employment
- Study skills and revision techniques

- Representatives from Careers Jersey talk to students during form time

Year 11

Year 11 PSHE is delivered as impact sessions throughout the year:-

- Employability seminars involving outside speakers for Post 16 options and beyond, including skills such as interview techniques and speaking with alumni about a range of careers.

In addition to this:-

- All Year 11 have individual interviews with a senior member of staff to discuss Post 16 options and any concerns they may have about their futures
- The College organises an Options Evening to discuss and research Sixth Form options
- All Year 11 students complete Morrisby Online
- Students are provided with a week of A level taster lessons at College
- Students spend a form time with Year 12 students discussing sixth form life
- Year 13 students visit Year 11 during a form time to explain individual subjects
- JCG holds an annual in-house Careers Fair

Year 12

The careers programme is delivered in Year 12 through enrichment sessions of 1 hour per week. It covers aspects such as Higher Education, Post 18 options, finance, work shadowing (IOD), Young Enterprise and completing CVs, covering letters and their UCAS form. Currently the majority of students apply to university and although some may take a gap year only three or four students per year will enter into full time employment.

In addition to this:-

- All Year 12 have individual interviews with a senior member of staff to discuss post 18 options and any concerns they may have about their futures
- Careers Jersey organises an annual HE fair
- The College organises an information evening for parents to explain the UCAS procedure
- JCG holds an annual in-house Careers Fair

Year 13

The careers programme is delivered to Year 13 for the first term only. This is primarily for the completion of UCAS forms. In addition to this all students are seen individually by their ENR tutor / HoY before handing in their UCAS forms. All candidates for courses requiring an interview are interviewed by the Principal and a manager from an outside agency.

Post application – students are given individual advice on choosing firm and insurance institutions. We encourage students not to complete this until after the mock week.

Students not applying to university will have weekly enrichment sessions with the Employability Coordinator with the intention of securing high quality employment.

Students applying for medicine, dentistry, Oxford University or Cambridge University have bespoke preparation. (See exemplar programmes in Appendix IV)

Year 14

Full and part time Year 14 students have access to the Year 13 programme as well as receiving additional help with their applications, mock interviews and personal statements.

Quality Standards and Roles of Responsibility

Education Standard	Examples of Evidence and Person Responsible
School/ College has Careers Education & Guidance policy	Written policy to include all Key Stages – written by SLT member with responsibility for CEG and EC
Appropriate training is offered to those involved in CEG. This equates to a minimum of 5 days per year for each school/ college	An INSET diary supported by attendance certificates or course programmes where appropriate – to be shared between HoYs/EC/Tutors
School/ College will release a representative of their careers department to attend a weekly meeting of careers staff from all Island schools to be held during curriculum time	Minutes of meetings – attended by EC
School/ College has current written partnership agreement with Jersey Careers Service which is formally reviewed once a year	Due to changes in personnel at Careers Jersey the partnership agreement needs updating
<p>Careers Education is delivered for all pupils as identified in the policy:-</p> <ul style="list-style-type: none"> • Written plan shows how programme will be delivered for each year group • The effectiveness of the programme is regularly evaluated against the outcomes contained in the policy document • Where necessary, pupils have access to additional impartial assessment of aptitude and interests e.g. Computer-assisted guidance, Careers Service 	<p>PSHE – Head of PSHE Tutor programmes – HoYs Employability - EC</p>
<p>The CEG programme is supported by access to suitable, up-to-date accurate, impartial information. This should have the following features:-</p> <ul style="list-style-type: none"> • a dedicated area, appropriate in terms of space for materials and for the numbers of pupils and their needs • a position within the school which all pupils can visit easily • open at all reasonable times, such as break times, lunch and possibly before and after school on given days with a published notice of such opening times • maintained and supported with up-to date, well-classified resources which pupils can access themselves with advice available • ready access to IT to enable students to use networked careers software 	<p>Head of PSHE /HoYs/EC/Careers Jersey Materials promoting awareness and use of careers library & resources. Held in school library. Web based computer programme (New Kudos) which all students can access from school and home.</p>

<p>Schools/ Colleges maintain information on the destinations of former pupils and provide it as required</p>	<p>Detailed statistics of Year 11, 12 & 13 leavers given to Careers Service by October half term. Provided by Assistant Head of 6th Form in conjunction with information from the Principal's PA.</p>
<p>School/ College:-</p> <ul style="list-style-type: none"> • has support system in place to help pupils make informed choices and successful transitions with access to information about all Island post 16 opportunities • identifies individual pupils who may be 'at risk' of making decisions unwisely and offers them a plan of action • provides guidance interviews to students in Year 9 • provides individual guidance interviews of at least 20 minutes to Year 11 pupils • at Post 16 (where appropriate) provides individual guidance to all students in relation to their career progression • creates opportunities for the involvement of parents in the decision making process 	<p>EC/HoYs/Careers Jersey/SLT interviews</p> <p>HoY/ SLT member with responsibility for CEG /ENCO/EC</p> <p>SLT interviews/EC/HOYs / Assistant HOYs</p> <p>SLT interviews/EC/HOYs / Assistant HOYs</p> <p>SLT member with responsibility for CEG /Assistant of Head of 6th Form / EC</p> <p>Options Evenings and Information Evenings – HoY / Assistant HoY / SLT member with responsibility for CEG /Head of 6th Form/ Careers Jersey/Subject Teachers</p>
<p>CEG is enhanced through practical involvement of employers:-</p> <ul style="list-style-type: none"> • pupils participate in organised work experience • pupils have access to up-to-date information on those employers offering work experience opportunities • pupils can identify how work experience contributes to effective career decisions • school plans and monitors work experience placements in accordance with the DfESC <i>Work Experience Policy Standards & Guidance</i>, March 2008 • employers and representatives of the local business community have the opportunity to contribute to CEG programme 	<p>Trident providers, Careers Jersey, Work Experience during Enrichment, Business Partners. HoY / Head of Enrichment / EC</p>
<p>School conducts formal annual review of the CEG provision with new targets and outcomes set</p>	<p>Minutes of review meetings and up-dated action plans. SLT member with responsibility for CEG / Head of PSHE /EC / HoYs</p>

The SLT member responsible for CEG will

- oversee the work experience and CEG policies
- be the line manager for the Employability Coordinator

Role of the Employability Coordinator

- To manage the whole College careers programme
- To guide and support students in their decisions regarding career plans
- To support tutors and Heads of KS / Assistant Heads of KS with careers education and guidance
- To liaise with external agencies including Careers Jersey, employers and the local business community
- To organise events which promote students' understanding of the world of work
- To filter and pass on information to students and teachers
- Ensure the college is an affiliate of the CDI
- To attend Career Guidance and / or Skills Shows annually
- To complete the Qualification in Career Guidance (QCG)
- Attend the Careers Research and Advisory Centre (CRAC) conference on a biannual basis

HE tutors, Head of Sixth Form and Assistant to Head of Sixth Form will

- Attend relevant inset as appropriate

Role of the Tutor

- To act as the first point of contact for careers education and guidance and be a valuable source of independent advice
- To use the information learned, as far as possible, about their tutees progress in school and extra-curricular achievements when discussing careers options
- To familiarise themselves with sources of careers guidance and advice including Careers Jersey, the employability coordinator, the careers library (in the LRC), the National Careers Service website. Also to familiarise themselves with the outline of the PSHE content for their year groups (see Appendix I)
- To hold formal and informal discussions with their tutees about careers including during form time and academic mentoring
- To encourage students to have discussions with their parents/guardians, teachers and friends about their strengths and areas for development in terms of transferable skills, areas of interest and possible career paths
- To encourage student participation in employability events and to be involved in them where appropriate
- To be involved in CEG training where appropriate

Role of the Head of Key Stage/Assistant Head of Key Stage

- To ensure that tutors complete academic mentoring and the tutor programme, including careers education and guidance where appropriate
- To familiarise themselves with sources of careers guidance and advice including Careers Jersey, the employability coordinator, the careers library (in the LRC), the National Careers Service website. Also, to familiarise themselves with the outline of the PSE content for their year groups (see Appendix I)
- To encourage students to have careers-related discussions with other stake-holders (tutors, parents, subject teachers etc)

- To encourage student participation in employability events and to be involved in them where appropriate
- To be involved in CEG training where appropriate

Role of the Subject Teacher / HOD

- To encourage discussion and presentation of career opportunities leading on from studying their subject at JCG
- To recognise that subject teachers are a very important source of independent advice and to share their advice, either one-to-one or as part of a group, as appropriate
- To be familiar with sources of careers guidance and advice including Careers Jersey, the employability coordinator, the careers library (in the LRC), the National Careers Service website and to be familiar with the outline of the PSHE content within the school (see Appendix I)
- To encourage students to have careers-related discussions with other stake-holders (tutors, parents, subject teachers etc)
- To encourage student participation in employability events and to be involved in them where appropriate
- To be involved in CEG training where appropriate

Role of the Parent

- To be aware of the careers programme at JCG
- To take an active role in supporting their daughter to develop her skills and experiences relating to careers education and guidance
- Parents are encouraged to share their experiences and knowledge with relation to careers education and guidance

Role of the Student

- Students should be encouraged to take responsibility for their development with regards to careers education and guidance.

The College will review training for staff on an annual basis and would be happy to support them to complete the Qualification in Careers Guidance (QCG) or any other that is relevant.

Date	Activity	Yr
04/09	Welcome back - tutors discussing AS results and implications	13
11/09	Personal Statement Workshop - Brighton University	13
18/09	Apply - completing courses and personal statements	13
25/09	Apply - completing courses and personal statements	13
02/10	Apply - completing courses and personal statements	13
09/10	Apply - completing courses and personal statements	13
16/10	Completing forms, Med/Oxbridge, Vocational & Work practice interviews	13
23/10	What happens next for everyone?	13
30/10	Half Term	13
06/11	Head of 6 th Form/Careers Jersey - Introduction to HE	12
13/11	Head of 6 th Form /Careers Jersey - Introduction to HE	12
20/11	Self-Awareness - Pathfinder	12
27/11	Self-Awareness - Strengths & Weaknesses/Words	12
04/12	*NO ENRICHMENT DUE TO SCHOOL PRODUCTION*	12
11/12	External Speaker - Drink Driving	12
18/12	Christmas Holidays	12
25/12	Christmas Holidays	12
01/01	Christmas Holidays	12
08/01	Work Experience (CVs, letters) & Gap Year (EC)/Exam Stress Relaxation	12
15/01	Preparation for JCG Careers Fair	12
22/01	Work Experience (CVs, letters) & Gap Year (EC)/Exam Stress Relaxation	12
29/01	Brighton & Sussex University - Preparation for Higher Education Fair	12
05/02	CAREERS FAIR (EC)	12
12/02	Study for mock exams	12
19/02	MOCK EXAM WEEK	12
26/02	Half Term	12
05/03	Interview Preparation - in 2 groups with external speakers	12
12/03	University Speakers at JCG	12
19/03	Banged up Abroad' – external speaker	12
26/03	Which Degree? & Spreadsheet/UCAS Quiz	12
02/04	Internet Research (Website List) (JCG/UCAS Choosing Course booklet)	12
09/04	Discussion and brainstorming session	12
16/04	Easter Holidays	12
23/04	Easter Holidays	12
30/04	University Scenarios/Preparing for Uni information	12
07/05	Study	12
14/05	Exams	12
21/05	Exams	12
28/05	Half Term	12
04/06	Exams	12
11/06	Completing forms, personal statements (JCG/UCAS PS booklet)	12
18/06	Using Apply, completing forms, personal statements	12
25/06	Using Apply, completing forms, personal statements	12
02/07	Using Apply, completing forms, personal statements	12
09/07	Personal Statement Reminders	12
16/07	Activities Week followed by SUMMER HOLIDAY	12

HE Enrichment – Exemplar Oxbridge and VetMed Programmes

Date	Oxbridge	VetMed
8.1	Introduction to Oxbridge: what's different about the teaching and learning; subject choice; Colleges; applications; outline of ways of preparing. If time, begin work on timeline (see below).	Head of 6 th Form - Introduction to the VetMed application procedure - outline preparation needed, community service, work experience, grades, expectations, BMAT/UKCAT, EPQ etc.
15.1	Discussion of newspaper articles / extracts from other relevant texts based on the range of subject issues in the group. Debate issues arising from these articles and identify areas to research further. Articles provided by Enrichment Tutor (ET). Working individually or in small groups if appropriate, students begin a 'timeline' of the subject they are interested in studying. Track key developments/ discoveries / inventions / movements. Situate A Level / GCSE work within this framework and identify area(s) for further independent research.	External Speaker (Dentistry), Intro to application for Med and Dentistry, general advice and what to expect at interview.
22.1	External speaker to discuss research and academic work at undergraduate and postgraduate level. What are universities for? What do students do? What do academics do? What is the point of your chosen subject? Find out about research interests of tutors at Colleges you are interested in applying for - do any of them interest you? Could you do some related research?	External Speaker (Medicine) to talk about the NHS, developments, current issues, new papers and documents etc.
26.3	Visit from Oxbridge graduates in the legal profession? Focus on advice, experiences and relevance to subsequent career. Interview style problems and questions to be posed to the group.	Speaker (e.g. from philosophy dept) - to hold a discussion on ethical medical issues. This will challenge preconceptions and ideas in addition to improving

2.4	Students to present to the group a challenging area of their A level syllabus (moving a little way beyond it where possible). Focus on explaining complex ideas and your own theories/understanding in a clear and confident way.	External Speaker (Dentistry). Providing an initial overview of what to expect at interview. Explaining the role of a dentist, the medical profession. This session will end with mock interview questions and a debate on several current medical affairs.
9.4	Students to bring in short excerpts from wider reading they have undertaken (see department reading lists which should be on the website by New Year). Students to introduce their own extracts for wider discussion. In what ways could we draw connections between the different extracts/subjects? Also, discussion of interviews and how to prepare. Including analysis of video clips.	External Speaker - mock interview questions and current medical affairs.
30.4	Joint session with VetMeds to discuss current affairs (to include medical issues).	Joint session with Oxbridge to discuss current affairs (including medical issues).