

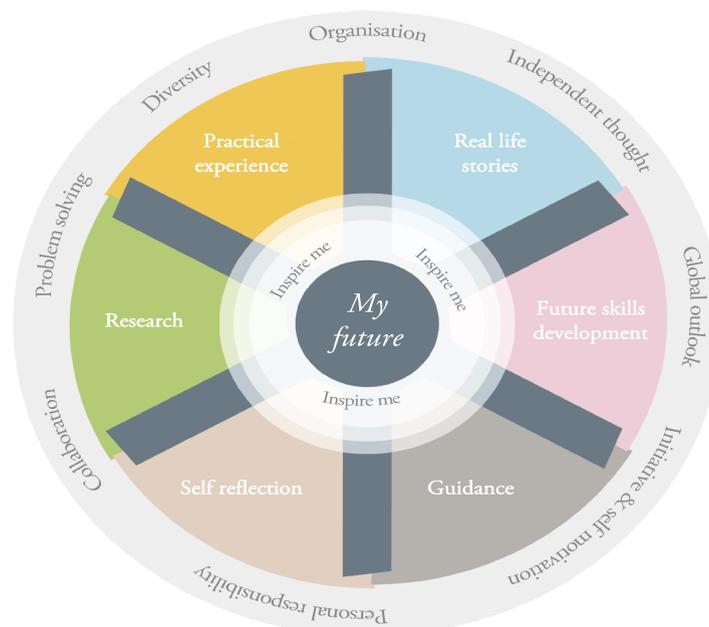
Careers Education and Guidance Policy

1. The Policy

- 1.1. This policy is applicable to all schools of the Stephen Perse Foundation (the **Foundation**). It is applicable to the whole school community including those pupils in the Early Years Foundation Stage (**EYFS**).

2. Guiding Principles

- 2.1. The Stephen Perse Vision states that the Foundation will prepare our students for **their future**.
- 2.2. The 'My Future' wheel provides an overview of the various aspects of our 'Inspire Me' and 'Inspire and Guide' programme, many aspects of which are careers-related. The aims of the programme are to deliver:
- Inspiration for students of all ages;
 - An understanding of their potential and preferences;
 - Detailed guidance on next steps and choices;
 - Skills learners will need for life;
 - Practical experience for their ongoing portfolio; and
 - An understanding of how work in the future may change and their role in this.



- 2.3. Building on the non-statutory guidance from the Department for Education's [Careers strategy: making the most of everyone's skills and talents \(December 2017\)](#), one element of the 'Inspire and Guide' programme is designed to help our students choose a career that is right for them. We aim to deliver a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The 'Inspire and Guide' programme continues to evolve and we are annually auditing our provision against the Gatsby Charitable Foundation's Benchmarks to identify areas for improvement with the aim of addressing each benchmark.
- 2.4. The various aspects of the 'Inspire Me' and 'Inspire and Guide' programmes are regularly updated and presented in an impartial manner.

3. The 'Careers Education and Guidance' programme across the Foundation

- 3.1. This is delivered as 'Inspire Me' from ages 3-11 and the 'Inspire and Guide' programme from 11-18.

3.2. 3-11 'Inspire Me' Programme

- 3.2.1. The 3-11 'Inspire Me' programme is overseen by the Vice Principal and 3-11 Senior Leadership Team. The focus at this stage of our pupils' Foundation journey is equipping pupils with the skills they need to make choices as well as providing opportunities for pupils to gain an appreciation of the careers and interests of those adults in our community, and to provide them with the opportunity to reflect on life choices and understand that these choices may look very different for them.

3.2.2. Real Life Stories

- 3.2.2.1. Pupils throughout 3-11 have a range of opportunities to engage with both the school and local community through a range of initiatives. Many of these stem from the variety of thematic learning projects throughout the year and the activities which promote social responsibility. These include parent talks utilising the breadth of background of our parent body, as well as invited speakers including authors and community projects such as visits to residential homes, supporting community gardens and national learning projects. Staff members share personal experiences to inspire pupils, such as sustainability at home and world travels.

3.2.3. Future Skills Development

- 3.2.3.1. From the earliest years we provide our pupils opportunities to acquire skills that will enable them to make future decisions. These skills continually evolve as does the world we are in, and are developed through the thinking toolkit, opportunity for responsibilities and the PSHEE programme, as well as practical skills programmes such as bikeability and first aid courses. School Council representatives in each class take a leadership role in sharing the

pupil voice at regular meetings. Pupils in Year 6 are given specific responsibilities within school, such as house and sports captaincy, music and creative leaders, sustainability champions, 'duties' with the younger pupils, and sports crew leading activities at break times.

3.2.4. Guidance

- 3.2.4.1. Guidance in 3-11 focuses on decision making and encouraging pupils to embrace a breadth of opportunity enabling them to make informed choices. This is achieved through club choices, residential trips, some of which are optional, real life learning experiences for the younger pupils, Forest School from Kindergarten to Year 2, parent-delivered talks and workshops, integrated learning weeks and days; and competitions and challenges including STEM, chess, computational thinking, mathematical and literature.

3.2.5. Self Reflection

- 3.2.5.1. Self reflection is a critical part of careers and the guidance journey. The development of this skill in 3-11 lays the foundations for this. In 3-11 opportunities for self reflection and discussion are provided through mindfulness clubs, assemblies, the behaviour management system (whereby the core sanction is that of self reflection regarding making good choices), school council and report tutorials where pupils read, discuss and comment on their formal written reports as well as opportunities to discuss learning with their form tutor at intervals throughout the year. Alongside these opportunities the Foundation curriculum encompasses the thinking toolkit; pupils are encouraged to consider the tools they need within each area of learning and to reflect on their strengths and weaknesses to determine the most successful approach for them as learners.

3.2.6. Research

- 3.2.6.1. Enquiry-based learning begins in the earliest years through 'Plan, Learn, Do, Review'. This approach enables pupils to make decisions about their own learning and their individual interests and provides an opportunity to learn how to learn and pursue their own ideas and interests. The thematic learning launch days act as a springboard to content within a topic and provide for pupils influencing the direction of learning. Older pupils are given opportunities to present their learning in different ways, choosing from a range of digital apps.

3.3. 11-18 'Inspire and Guide' Programme

- 3.3.1. In the Senior School and Sixth Form, guidance - including university and careers information - is delivered through a range of complementary avenues offering a range of approaches to this diverse area. The 'Inspire and Guide' programme is jointly led by the Head of Guidance, Head of Senior School, Head of Sixth Form and the Guidance Team. Careers advice is delivered via a number of avenues including the 'Inspire and Guide' curriculum time for

Years 7-11, the 'Inspire and Guide' speaker programme and off timetable events such as workshops, assemblies and tutor time activities.

3.3.2. Real Life Stories

- 3.3.2.1. Students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- 3.3.2.2. Year 10 and 11 students follow an 'Inspire and Guide' timetabled programme once a week that includes careers talks by visiting speakers covering a diverse range of professions and disciplines. By sharing their fascinating careers and life stories, the visiting speakers inspire students to think about their own career choices whilst networking with alumni, company representatives and Cambridge academics. Year 12 and 13 students are invited to join the talks when timetabling allows and Years 7-9 engage through tutor time activities and their future skills development.

3.3.3. Future Skills Development

- 3.3.3.1. Our approaches to teaching and learning involve skills development. Approaches to learning involve the development of research skills; communications skills; social skills; self-management and thinking skills. 'Inspire and Guide' teaching from Year 7 encourages students to develop, recognise and record these research skills to build on in subsequent years. Critical and creative thinking skills in particular are embedded across the curriculum and all Sixth Form students follow a course in either the Theory of Knowledge (IB) or the EPQ (A Level) programme in the Sixth Form. Transition to university and associated skills is under development following successful implication during Year 13 remote learning of 2020. Our approaches to teaching are based on inquiry and a problem solving approach, conceptual understanding, developed in local and global contexts and encourage effective teamwork and collaboration.
- 3.3.3.2. In addition to formal lessons students are offered the opportunity to take part in a number of integrated learning events, clubs and societies and enrichment activities that will enable the students to develop future skills and encourage an approach to thinking and problem solving that is not confined to narrow subject boundaries. For example, projects days which are off timetable events in Years 7-9, Duke of Edinburgh, the Engineering Education Scheme and being part of a committee to organise events such as Cambridge Model United Nation and the Sixth Form Cabaret.
- 3.3.3.3. Students are also given the opportunity to develop leadership skills throughout the Senior School by taking on responsibilities such as Form Leader or Student Forum representatives. Older students have higher-level roles available to them: they might be elected a member of the Student Leadership Team, comprised of House Captains and the School Captain. All Year 11 students are also members of one of the Leadership Committees, which have responsibility in various areas of the school (e.g. Charities, liaison with other sections of the Foundation, mentoring younger students etc). In the Sixth Form, students can set-up and run

their own clubs/societies and become part of the Student President Team which is elected by the students to represent the student body. Students continue to reflect on their skills from Year 7 to Year 13 through the online platform Unifrog preparing themselves for future application processes.

3.3.4. Guidance

3.3.4.1. Through the tutor programme and the 'Inspire and Guide' sessions in Years 10-11, a continuum of advice is offered to students by asking key questions, providing suitable resources and making the best use of local and regional contacts. This is a spiral programme of events that address three main concepts in each year which are:

- My personal development and identifying my requirements
- Developing my career choices
- Meeting expectations of the career and further education market

3.3.4.2. These are addressed with a different age specific focus in each year using the key questions:

Year 7: What is there for me to encounter?

Year 8: Who am I? What is a career?

Year 9: What directions and opportunities are open to me? Where do my skills and interests lie?

Year 10: How do I shape my own future? What is my academic, interest and aptitude profile suggesting to me?

Year 11: How do I pitch myself for a job? What are my next steps?

3.3.4.3. In addition the Head of Guidance and Careers is responsible for overseeing the guidance with respect to subject choices/careers for Years 9 -13.

3.3.4.4. In Year 9, the (I)GCSE choices process starts with a half-day off timetable event followed by an evening event which is attended by both students and parents. Presentations are made by the Head of Senior School about (I)GCSE choices and the impact this may have on future choices at both IB and A Level. Students also take part in psychometric profiling analysis to help guide their decision making. Students have an individual guidance meeting with their tutor to discuss their choices before they make the final decision.

3.3.4.5. Following end of year examinations in Year 10, students undertake further psychometric profiling analysis to assist with their longer term Careers and University Guidance plans. This is accompanied by a full report and analysis through the Inspire and Guide programme, led by the Head of Guidance as an advanced Morrisby practitioner. Interviews with a trained advisor are available on request. Follow up reports may occur at the end of Year 10 or beginning of Year 11 and dovetail into the information and opportunities being offered through the taught 'Inspire and Guide' programme mentioned below. Students in Year 11 undertake a 'Launch me' three week programme to summarize their careers guidance from 9-11 in preparation for sixth form education.

- 3.3.4.6. Details of the Guidance element of the 'Inspire and Guide' programme for Years 10-11 can be found in the relevant Google Shared Drive or be requested from the Head of Guidance and Careers. One aspect of the programme is to ensure that students understand the full range of learning opportunities that are available to them post 16. This includes both academic and vocational routes, including degree apprenticeships and degree sponsorship programmes. The emphasis is on making the right choices for them and where further study is involved, which is the case for almost all of our students, that students make appropriate subject choices.
- 3.3.4.7. In Year 10 all students are invited to attend subject specific taster sessions to further explore potential A level and IB subject choices at sixth form. This includes introduction to nonlinear subjects not studied at GCSE along with information on the EPQ and IB core curriculum. Students are also invited to informal lunches with current sixth form students to broaden their understanding of sixth form study. This contributes to the 'Launch me' programme described above and used in Year 11.
- 3.3.4.8. Students in Year 12 and 13 regularly meet their tutor in small groups or on a one to one basis. All students have a designated contact within the Guidance Team and are invited to meet with this member of staff at the beginning of each term to discuss subject/university/career choices. The Guidance programme involves a range of activities such as assemblies, off-timetable events, workshops, a Guidance and Careers Day Fair to network with Universities and local employers as well as School Alumni, visiting universities, and student panels which are organised by the Head of Guidance and Careers.
- 3.3.4.9. In the Sixth Form extension classes are used not only to extend the learning beyond the confines of the curriculum but also to provide preparation for aptitude and entrance tests. The Head of Medical Admissions is responsible for 'MedSoc' and provides weekly support for potential medical, veterinary medicine and biomedical applicants by running a programme of events to support their applications. The Head of Sixth form currently provides a similar Lawsoc extension programme. The Head of Oxbridge at the Foundation runs a lunchtime extension in preparation for the Oxford 'Thinking Skills Assessment'.

3.4. Self-Reflection

- 3.4.1. Students in Years 7-11 complete their personal reflections using the online platform Unifrog with students in younger years groups being led through the reflective tasks. Students are encouraged to reflect on all extracurricular activities and students in Years 10-11 to reflect on the 'Inspire and Guide' speakers. In the Sixth Form, students are also encouraged to reflect on their experiences through the Unifrog platform with the recording of competencies specifically linked to personal statement preparation in Year 12. Recognising the recent university emphasis on self directed independent learning students in Years 12 and 13 are also introduced to appropriate online learning material as part of the Sixth form 'Inspire and Guide' Programme.

3.5. Meeting the expectations of changing careers and university markets.

3.5.1. Unifrog and Morrisby platforms

3.5.1.1. All students are enrolled into the online Careers and University Destinations platform [Unifrog](#) from Years 7-13. This is to reflect the growing acknowledgement that the foundations for a solid Guidance and Careers programme at KS5 needs to be built in KS3 and KS4 for a timely implementation. It also allows the spiral Guidance programme to transfer seamlessly and efficiently into Year 12. Unifrog training in Years 7- 11 is delivered through the 'Inspire and Guide' programme whereas in the Sixth Form it forms a pivotal part of both tutorial as well as Guidance programme activities. In addition to a University and Careers Guidance platform for students and their families the platform is used extensively by teaching staff, students and tutors for reference writing, personal statement writing and the recording of competencies for university and career applications. The school currently enrolls and funds all Year 9 students onto the Morrisby platform for life membership. Psychometric profiling in Years 9 and 10 through this platform augments the university destinations platform Unifrog forming a cohesive and Gatsby benchmarked foundation to careers education.

3.5.2. Head of Guidance and Careers

3.5.2.1. The Head of Guidance and Careers is the Foundation's UCAS lead and attends UCAS training requirements, annual conference and up to date university and careers information regularly. From 2019 the Head of Guidance and Careers has become a member of the Careers Development Institute <https://www.thecdi.net/Home> and in 2019-20 undertook a level 6 Careers Leadership training which gives Career Leadership and Advisor recognition under Department for Education guidelines. It is anticipated that through this, and a collaboration already established with North Cambridge Academy (itself Gatsby Accredited), further evaluation of the 11-16 section of the Guidance Program will be further evaluated and refined. Members of the Guidance team receive regular university and career information which is promptly disseminated to students through a Year Specific Guidance Google Classroom.

3.5.3. Practical Experience

3.5.3.1. Students are encouraged to gain first-hand experience of the workplace in addition to that they may have had through a part-time job, work experience is discussed with both Year 10, 11 and 12 students as part of the 'Inspire and Guide' programme. All work experience opportunities are advertised through the Guidance Google classrooms and students receive support for CV and cover letter writing through specific workshops and 'Inspire and Guide' taught sessions This also includes information on apprenticeships and scientific work experience opportunities that arise through the Nuffield Bursary Scheme, our local Cambridge connections, and through networking with local employers at the Annual

Guidance fair. Recognising the role of work experience in career development and as part of the Foundations commitment to the Gatsby benchmarks a blended approach to work experience is being investigated. It is anticipated that combining recent developments in virtual resources will strengthen physical opportunities.

- 3.5.3.2. Sixth Form students are encouraged to attend University Taster Days and at least two open days at universities and FE institutions. Preparation, support and reflection on these events is provided through the Guidance programme.

4. Review

- 4.1. This policy is reviewed annually, in any event, and more often as required.

Reviewed: February 2021

Version Control

Date of adoption of this policy	8 February 2021
Date of last review of this policy	26 January 2021
Date for next review of this policy	Spring term 2022
Policy owner	Head of Sixth Form
Authorised by	The Principal, Vice Principal and Heads of Schools