



The Maynard School, Exeter

September 2024

6.09 Careers Guidance Policy 2024-25

Independent Day School for Girls

Rationale

Effective careers education is vital for preparing young people for working life. It can boost motivation and achievement and help students to develop the skills needed to make informed decisions about their future.

Through the provision of a planned and progressive programme of careers education from the Upper Three (Year 7) right up to the Upper Sixth (Year 13), we aim to give our students the best chance of making the correct decisions for their future.

Commitment

The school is committed to providing a programme of study that is stable, embedded into the curriculum, impartial, relevant, and informed for all students from the Upper 3 to the Sixth Form.

We endeavour to follow the guidelines provided by the Department of Education: 'Careers Guidance and access for education and training providers January 2023'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf

In preparing students for life in British society the Maynard will strive to develop in our students:

“The values, skills, and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment” (ISI).

All Upper 5 and Sixth Form are supported to undertake work experience, which is seen as vital preparation for the world of work.

The aims of our careers programme are:

1. To help the students develop:

Self-knowledge, on the basis of which they can set themselves realistic and clear targets with regard to courses and careers, allowing them to aim high, consider the full range of options available and thus achieve their full potential.

The ability to assess how their strengths, weaknesses and interests relate to the world of work. (ISI Commentary 63)

The skills employers' value, including resilience and enterprise.

The capacity to investigate learning and career options for themselves and thus be prepared for the opportunities and experiences of adult life in modern Britain.

The ability to manage transitions to new roles and situations throughout their life,

hopefully encouraging lifelong learning.

2. To provide all girls with opportunities to talk to people in a wide range of different occupations through a programme of careers talks within tutorial sessions, the Biz Whizz Careers Club held once a month, work place visits, university tours, open days at Higher Education Institutions, Apprenticeship Fairs and UCAS conventions.
3. To provide a framework of opportunities to review progress with regard to the targets they have set themselves. To mentor those who are most at need of help by offering extra one to one career interviews and support by tutors, Heads of Year, and the Careers Lead.
4. To develop links with the local business community through Careers events, work experience and the South West Careers Hub. To provide opportunities for all students, from Key Stage 3-5 to access information from providers about technical education qualifications and apprenticeships. To give students the opportunity to contact employers of all sizes and from all sectors, from careers talks, Biz Whizz Careers Club, STEM and apprenticeship activities and work experience.

(Refer: The Technical and Further Education Act 2017 -insert section 42B into the Education Act 1997, in force from Jan 2018. Bakers Clause)

5. We will endeavour to follow the Governments' Provider Access Legislation January 2023 (PAL) by inviting into school speakers who can provide information about technical qualifications and apprenticeships. We do this via the Biz Whizz Careers Club, ASK Apprenticeships, Exeter University Outreach apprenticeship talk, links with the South Devon University Technical College, speakers in Careers tutorials, information evening to parents and students about post 16 options including apprenticeships and vocational courses.
6. To provide access to a Careers Library containing regularly updated information in a variety of forms, including online computer access and individual subscriptions to Morrisby online profiling.
7. To forge strong links with parents and secure their full co-operation and involvement through the verbal and written communications which occur throughout the students' time in school. Parents have access to the Careers section of the website which has links to courses, events, local labour opportunities and an outline of the Careers programme. Morrisby online has the facility for students to share access with their parents to their profiles, career suggestions and information.
8. To raise awareness of equal opportunities issues and gender stereotyping. To consider diversity and promote individual career pathways.
9. To offer high quality work experience in the Upper Five and Sixth Form that will strengthen the students' resolve to achieve their career ambitions.
10. To give advice on a wide range of options including apprenticeships, entrepreneurialism, T levels and other routes that exist alongside the more traditional university pathway. University outreach and taster sessions are included

in the Upper Four tutorial programme.

'The guidance must enable pupils to make informed choices about a broad range of options open to them. This will include timely advice to help pupils choose GCSE and post-16 courses. Careers options should not be restricted to those that are available in a certain faith community or particularly appropriate to the school's pupils.' (ISI 62) .

11. To offer impartial, individual career awareness interviews to all students in Upper 5, based on their Morrisby profile. This guidance promotes the best interests of the student and acknowledges the unique needs of each individual. The students are set personalised targets to achieve. Drop-in Careers sessions are offered to the U4 and U5 whilst they are deciding their GCSE or A-Level options.

'Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option.' (ISI 61)

12. Sixth Form students can request a careers interview or be referred by Sixth Form tutors.
13. Sixth Form tutors and The Head of Sixth Form give advice on university courses and entry through regular advisory consultations. Open Day visits are encouraged and facilitated and there is a comprehensive programme for Oxbridge preparation. Interview workshops are also provided by the school. ASK Apprenticeships run a mock assessment workshop for Year 12 students and one-to-one sessions for individuals needing help with apprenticeship applications.
14. To allow students to learn career and labour market information through access to online resources, school website links and pin board displays of local labour market information.
15. To help with basic career managements skills, including how to write letters of application, C.V. writing and job interviews. Developing an understanding of the way the employment market works today, including the different types of interview and selection processes they may encounter.
16. To ensure that students with special educational needs, disabilities, gifted and talented students are given the support they require to succeed in all aspects of career progression.
17. To embed the Careers Programme into all aspects of school life, through subject-specific information. Pupils have the opportunity to consider how STEM subjects contribute towards more effective workers within a wide range of careers. The Science Department run a 'Girls into STEM' day each summer.
18. To ensure that our students have a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.
19. To ensure that each of the Gatsby Benchmarks are being met and contribute to the whole school curriculum development.
20. To proactively invite and evaluate feedback on the effectiveness and the quality of Careers advice provision.

21. To prepare students for engagement with public institutions through work experience and visits at both a national and local level. To arrange contact with a wide range of members of society through careers talks, Biz Whizz Careers Club, work experience and other careers events. (ISI 74)
22. To comply with The Independent School Standards, which are: for pupils receiving secondary education, access to accurate, up-to-date careers guidance that– (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential. Part 1: 2 (e)

Careers Education and Guidance Programme

Upper Third Year

The students begin their careers advice by exploring their achievements of the past and looking at their strengths and weaknesses, and aspirations and goals for the future. They begin to understand that a career is an important part of their life timeline and that there are a wide range of exciting possible career paths open to them. We explore the main career families through online research, external speakers, and class-based activities. We explore the stereotypical perceptions they might already have formed of people's careers and consider stereotyping within a school setting. We also look at the local labour market and employment opportunities in the school's locality. The students have time to research independently, using Careers Pilot or Morrisby online, and evaluate their progress, giving feedback at the end of the Careers section.

Lower Fourth Year

The Lower Four look at a range of topics that include employability and career-based skills, building self-esteem and raising aspirations. They investigate the transferable skills required for the jobs of the future including team work, good communication, leadership, and personal motivation. They look at these through online platforms, for example, Barclay's Life skills, external speakers, and group tasks. They also focus on what it means to be enterprising and what an enterprising personality looks like. We invite into school an entrepreneur to discuss the ups and downs of setting up a business. They use their newly found skills to set up an enterprising adventure, for example a Christmas Fair or activity for the elderly living near the school.

Upper Fourth Year

Throughout this year - through the tutorial system, consultations with their tutors, the Head of Key Stage Three, the Headmistress (at Parents' Information evenings) and with parents - the girls are guided towards making decisions about their GCSE subjects and the wide variety of options available to them. They are also invited to attend drop-in sessions held by the Careers Lead and Head of Year just prior to the time when GCSE options need to be made. We consider how good decisions are made and what to consider when choosing GCSE subjects. Other topics covered include why people go to university, what apprenticeships are, the wide range of pathways into careers, how STEM subjects help people enter jobs and the emergence of green careers. Students from Exeter University come in to school to talk about life at university.

Lower Fifth Year

The Lower Fifth students study a range of interesting topics in depth, including what the jobs of the future might look like, the skills future employers will need from their workforce, the role of gender stereotyping in career choice and the importance of STEM related skills and careers in the UK economy. We also cover some essential practical competencies, for example, the importance of transferable skills, how to prepare for a job interview- which is run by ASK Apprenticeships, and application for university. Towards the end of the year students undertake Morrisby Careers online profiling. This exciting tool will enable students to understand their abilities and skills more fully and help them discover the sorts of options that will suit them. The online platform allows them to search for information on a comprehensive range of careers, university courses, apprenticeships, and A-Level subject choices.

Upper Fifth Year

Following on from the Morrisby profiling, individual interviews are held in the autumn term. These are conducted by the Careers Lead and are based on the individual reports received by each pupil. This is a prelude to the A-Level choices students will make later in the year. In tutorial sessions we look at the variety of choices available post 16, including A-levels, BTEC's, T-Levels & IB. ASK Apprenticeships run a workshop outlining what apprenticeships are and how they are structured. We have a wide range of speakers in Biz Whizz Careers Club, who also outline how to enter their profession, whether that be via academic or vocational pathways.

All students are given the opportunity to participate in work experience at the end of their Upper Fifth year, with placements ranging from working in a local museum or law firm to seeing how it feels to be involved in the Headquarters of a business in the city or a medical week. In tutorial time they master how to write letters of application and C.V.s and the skills and attributes employers will be looking for. The students are given work experience briefing sessions which address issues of health and safety, and child protection. Other work experience opportunities include leadership and volunteering in and out of school such as Duke of Edinburgh, helping with clubs, or a part-time Saturday job.

Sixth Form

The Sixth Form experience a comprehensive tutorial programme providing information and guidance on applications to Higher Education, taking a year out, entry to employment at 18+, effective interview techniques and how to produce an impressive Curriculum Vitae. The Sixth Form Study Centre has internet access, and the girls are provided with information on the most useful websites for Higher Education and careers. Microsoft Teams also acts as a message board, with subject, work experience and other development opportunities shared via this.

Speakers from a variety of organisations and universities are invited to our tutorial sessions and Old Maynardians come in to share their experiences of universities and careers. The Lower Sixth visit the Higher Education Fair at UCAS and University Open Days.

The Upper Sixth have extensive tutor help with the preparation of UCAS Forms and the

application process. These tutors are on hand when the A level results come out. Students are welcomed back into school for further careers help after they have left. For all candidates that require an interview, e.g. Oxbridge, Medics, Vets etc., application interviews are arranged using external experts. Sixth Form tutors provide references for any out-of-school employment and the Headmistress compiles similar documents for post-A level students.

Implementation

Mrs Donna Lewis is responsible for co-ordinating the careers programme and works closely with the Year Heads and form tutors, as most of the career's education and guidance programme is delivered as an integral part of the PSHE programme. She is also available to offer help and guidance to the girls on an individual basis. As the Careers Lead, she can always draw on the active support from the Senior Leadership Team. The Head and Deputy Head of Sixth Form and Sixth Form tutors provide specific advice and support on university application, graduate career choices and post 18 pathways.

Partners

Careers South West

The wide range of services provided includes:

- SETPOINT/STEM – access to comprehensive information about science, engineering, technology, and mathematics

Heart of the South West Careers Hub

This group meets once a term to discuss recent changes and developments in careers information and guidance. It seeks to promote good practice in careers delivery and the sharing of resources and ideas. It includes the careers advisers from all schools in Exeter, Careers South West and other careers advisory boards.

Assessment, monitoring, and evaluation.

The Gatsby Benchmarks are the key criteria upon which the Careers programme is based. The school, in conjunction with the Exeter Careers Hub, continues to improve the standard of careers education by using student evaluation forms and discussion in school council meetings. The ISI regulatory requirements are reviewed annually. The Careers Lead - in line with the whole school development policy - undertakes an annual development plan and review.

Students complete feedback forms and a personal evaluation of the steps they need to take in the future, at the end of each Careers PSHE component. They are encouraged to keep records of their career development, using Morrisby online.

Resources

Funding is allocated in the annual school budget plans and is given within the context of whole school priorities.

Career information can be accessed through:

- A range of books and resources in the Careers library.
- Internet research using specific career linked addresses and Careers Pilot or Morrisby Online is encouraged.
- Each Lower Five student has the opportunity of taking the Morrisby profiling session. Excellent information is then presented about their own personal attributes, strengths, and possible career options available to them. They have on-going access to the Morrisby online careers website.
- Advice and assistance from the Careers Coordinator, form tutors and Heads of Year. Each Upper Four and Upper Five student will receive an individual careers interview from the Careers Lead, The Head or Year Head.
- Work experience in the Upper Five and Sixth Form allows a greater understanding of the workplace and helps to build knowledge and recognition of the skills and qualifications needed to enter specific careers.

Health & Safety

All Upper Five student's work placements in Devon are checked for health & safety & that the correct insurance is in place. Business Enterprise Groups or an equivalent organisation are used for out of county checks. Further information can be found in the Work Experience Policy.

Equality and Diversity

Careers guidance is offered to all students, and they are encouraged to follow career paths that suit their skills and interests and with the absence of stereotypes. They are all offered the same opportunities regardless of ethnicity or social background .

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