



POLICY TITLE	Careers Education, Information, Advice and Guidance Policy.
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Policy Area	Staff
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Senior Team Lead	Director of Strategy & Innovation
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Careers Education, Information, Advice and Guidance Policy.

1 Aims

- 1.1 While bearing in mind the national guidelines for Careers Education and Guidance, and adherence to the Gatsby Benchmarks, we emphasise those elements of good practice which have the most obvious relevance to Roedean itself. Roedean's Careers Education and Guidance policy has the following aims:
 - (a) To give impartial advice, informed by knowledge of individual students' strengths and aspirations;
 - (b) To give advice and experiences which will enable students to pursue academic study beyond A Level;
 - (c) To provide advice and experiences which will enable students to develop the transferable skills valued by employers;
 - (d) To provide individual attention during - and, if appropriate, beyond – a student's time at Roedean;
 - (e) To provide access to current information about courses, universities and employment prospects;
 - (f) To ensure that students are able to make informed decisions about careers, courses and universities.
 - (g) To encourage each student to realise her potential.
- 1.2 All members of staff involved in the Higher Education and Careers provision contribute to fulfilment of the above expectations, working, where appropriate, with other colleagues within Roedean.

2 Rationale

- 2.1 Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. It is a school's statutory duty to provide every student in years 7 – 11 with a career's education (1997 Education Act, 2003 Education Regulations) and to ensure that students have access to both information and guidance (1997 Education Act, 2008 Education and Skills Act).
- 2.2 The school works hard to ensure that we prepare our students for the world beyond school, as well as to ensure that the choices that our students do make are based on sound principles and guidance. Qualifications such as GCSE and A Level are changing, and opportunities in higher education extend beyond the UK to other parts of Europe and further afield. There has also been a recent increase in the number of apprenticeships that are available in a variety of professions. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.
- 2.3 The school careers plan sets out how the school intends to provide a fit-for-purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths. The school Careers Plan is based on the DfE document 'Careers guidance and access for education and training providers', dated January 2023. Roedean's careers education programme adheres to the Association for Careers Education and Guidance/Careers Development Institute (ACEG/CDI) framework for careers education and work-related learning and also complies with the Education Act 2011.

3 Resources

- 3.1 Other than those indicated in 1.2 and 1.3 above, Roedean has a well-stocked Higher Education information area and suite of staff offices. Notices and bulletins are displayed on dedicated boards and in other appropriate places, including via email and on the school's intranet.
- 3.2 The UCAS and Careers guidance is led by Assistant Head: Futures, who liaises with the Director of Sixth Form, Head of University Admissions, and independent careers advisors, all of whom arrange to see students either by appointment or drop-in.

4 Staffing

- 4.1 Current staffing comprises of the Assistant Head: Futures, who line manages Head of University Admissions, a dedicated School Administrator, and external advisors and consultants, working closely with the Director of Sixth Form, Heads of Year and Pastoral Teams.

5 Liaison with outside bodies

- 5.1 The school has a good working relationship with the local and national universities and careers services, and professional careers consultants who attend throughout the year to consult with students from year 9 and up in small groups and in 1:1 meetings, and in year 7 and 8 through a Careers unit as part of their timetabled enrichment programme (HHH).
- 5.2 The school's careers education a programme adheres to the ACEG/CDI framework for careers education and work-related learning and also complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Assistant Head: Futures in consultation with the Senior Leadership Team, the Director of Sixth Form, Heads of Year and other personnel including outside agencies. A "needs analysis" ensures all students with barriers to progression are seen first.

- 5.3 External speakers are invited regularly to contribute to the Sixth Form Life Skills programme. They represent a range of employers, universities or other institutions or organisations. Some are Old Roedeanians, current parents, professionals from the Brighton Chamber of Commerce, members of Roedean Council or personal contacts of members of staff. Additionally, annual events such as a Higher Education Evening, International Women's Day and the Careers Fair, provide access to employers, and a range of higher education institutions or organisations for students in all year groups.

6 UCAS and International University Applications

- 6.1 There is a comprehensive programme of support for all students completing the UCAS process, including early application for specialist medical courses, Oxford and Cambridge, as well as those applying for international universities. This support runs through year 12 and year 13 and through to Post Results.
- 6.2 For students who leave Roedean before, or at, the end of Y11, the school that they move onto will provide them with Higher Education and Careers support that is cognisant of any relevant contextual information that we will have passed onto them as part of their transition. However, as ORs, it may be possible to offer them support with university applications, being mindful that we will need to prioritise our current cohort of Year 13, and recent graduates from sixth form, at busy times.
- 6.3 On joining the sixth form, and again at the beginning of year 13, parents will receive a letter from the Assistant Head: Futures outlining the principles and processes following in sections 6.4 and 6.5.
- 6.4 UCAS Applications
- (a) Throughout year 10-13, students receive lectures, workshops, assemblies, access to UniFrog, HE events, visiting speakers and one-to-ones that help them prepare for university. This process intensifies in sixth form, with a targeted programme of support in the summer term of year 12 and the autumn term of year 13.
 - (b) The school provides support and guidance for admissions tests and interviews, including at least four practice interviews in school for early applicants. Additional support for admissions tests and interviews is available through partner organisations, which may come at an additional cost.
 - (c) Students who wish to apply for Oxbridge, or for clinical courses, should submit an intention form by the first day of summer term of year 12.
 - (d) Students and parents who are considering early applications will receive half-termly updates from the Assistant Head: Futures giving a sense of how on track they are to make a successful application and providing suggestions for improvement.
 - (e) All applications will be completed within UCAS by end of summer term of year 12 with students logging in and registering on the closest possible date to the opening of UCAS registrations (mid-May).
 - (f) All applications should be submitted on UCAS on 1st September and will then be processed in order of submission and/or priority with regard to consideration of early application deadlines and any awaited changes to predicted grades.
 - (g) Provisional predicted grades are set after the students' formal assessments at the end of Year 12. These are based on a teacher's holistic assessment of the student's ability and an optimistic prediction of their A level outcome at the end of the course. Although predicted grades are optimistic, all are set with an evidence-based approach that is underpinned by the expertise of subject teachers and the Senior Futures Team.
 - (h) Predicted grades can change at any time prior to a UCAS form being sent to universities. Once set, predicted grades can increase, but will not decrease. Students are encouraged to take an active role in advocating for the best possible predicted grades, using the evidence

available, but we cannot issue predicted grades based solely on student university preferences.

- (i) UCAS submissions and the university choices therein can be adjusted as predicted grades evolve and will not be forwarded to universities until the student has indicated that they are ready for us to do so.
 - (j) UCAS references comprise 3 parts:
 - i. Section 1 – a description of the school, which is written and agreed by the school. This is standard across all applications and is not personal to the student. It is a compulsory section of the reference.
 - ii. Section 2 – extenuating circumstances. This is personal to the student and will be written in collaboration with them. It is an optional section of the reference.
 - iii. Section 3 – academic suitability for the chosen course. This is personal to the student and is written by seeking relevant evidence from the student’s teachers. The student is able to read this part of the reference and may ask for elements to be included or removed, provided that the school is able to verify them. This is technically an optional section of the reference, though all Roedean students will have this part completed in support of their application.
 - (k) Students are advised to apply for courses for which their predicted (or achieved) grades meet or exceed the published entry requirements. They may be supported with applying to one outlier where we have historic reason (through school data or through historic data published by UCAS, UniFrog or the university to believe that an application is likely to be considered by the university. Students will also be advised to include at least one safety option that has entry requirements at least one grade lower than their other choices that will ultimately become their insurance option.
- Where a student wishes to apply for a course that goes against the recommendation of the Higher Education team, we will write and outline the risk and ask that the student writes back to confirm acknowledgement and acceptance of the risk, with an alternative course of action for a worst-case scenario if applicable.
- (l) Firm and insurance options will be selected following consideration of academic attainment and student wants, as well as university reputation, outcomes and rankings via a ‘Reply to Offers’ meeting with one of Futures Team in May or June of year 13.

6.5 International and UK non-UCAS Applications

- (a) Roedean commits to early and timely sharing of information regarding application processes for US, Hong Kong and other popular university destinations, which will include transparency around admissions statistics for competitive institutions and courses so that students can form a realistic picture and make informed decisions.
- (b) All international applications
 - i. Students intending to apply for courses starting in the following September/October will be asked to complete and submit an intentions form no later than the first full school day of Autumn term of year 13. This form will require the input of students and their parents. It will include: Universities, courses, entry requirements, whether an interview is likely, English Language and admissions test requirements, personal statement/essay requirements, early or main round, and deadlines for submission.
 - ii. The school will set an internal pre-submission deadline, which will always be 20 school days prior to the universities’ deadlines to enable high quality feedback and support for the application. We therefore reserve the right not to process applications received after this point. Students must submit their universities, courses, who they

have asked to be their references, all brag sheets, and personal statements or essays at this point.

- iii. There can be some flexibility for students who have completed their intention submission form and are late with internal pre-submission documentation, but such flexibility is unlikely for students who submit their intention form *and* their pre-submissions late.

(c) In the case of American applications, the following apply in addition:

- i. We may use more conservative predicted grades than for other applications as American colleges expect accuracy in predicted grades and track this to build a picture of schools.
- ii. Students who do not meet entry requirements with their academic profile will be advised not to apply.
- iii. We may contact universities about applications outside of the submission if we feel that a submission is being made against our advice.
- iv. We will not allow references and recommendations to be read by the students as we need to be able to communicate honestly with colleges to maintain our relationship with them for future applicants.
- v. A GPA equivalent to not more than a one grade variance will be considered on a case-by-case basis. Students will be supported to have an open conversation with the college admissions departments.
- vi. In the event where students are supported in applying for an institution for which they don't meet the entry requirements or are explicitly not a good fit for the college, support for such an application would be limited to one institution.

(d) In the case of Hong Kong applications, the following applies in addition:

- i. students will be advised not to apply for universities if they don't meet the entry requirements, but we will support them and, for reasons unique to the Hong Kong application process, may allow different predicted grades for these universities.

(e) UK non-UCAS applications

- i. Students intending to apply for courses starting in the following September/October will be asked to complete and submit an intentions form. This form will require the input of students and their parents. It will include: institutions, courses, entry requirements, whether an interview is likely, English Language and audition or portfolio requirements, personal statement/essay requirements, and deadlines for submission.

The deadlines for these will be as follows:

- Music Conservatoire – early May Bank Holiday
- Other conservatoire, drama schools, Art Foundation and Degree Apprenticeships – first full day of Autumn term

- ii. The school will set an internal pre-submission deadline, which is set in advance of institution deadlines to enable high quality feedback and support for the application. We therefore reserve the right not to process applications received after this point. Students must submit their institutions, courses, who they have asked to be their references, and personal statements or essays at this point.

The deadlines for these will be as follows:

- Music Conservatoire – 1st June in year 12

- Other conservatoire, drama schools, Art Foundation and Degree Apprenticeships – 20 school days prior to the institution’s submission deadline
- iii. There can be some flexibility for students who have completed their intention submission form and are late with internal pre-submission documentation, but such flexibility is unlikely for students who submit their intention form *and* their pre-submissions late.
- (f) For all non-UCAS applications, we will provide guidance and direction on support for admissions tests and/or auditions or portfolios, and can provide practice interviews on request; we are unable to provide full in-house support for admissions test preparation. We curate partnerships that can provide this support. Often this support carries an additional cost, which is borne by the family.

7 Involving/liasing with parents and students

- 7.1 Regular Careers bulletins are sent to students in all years, with a particular focus on Year 12 and 13, providing information about courses, open days, employment opportunities, work experience, and news relevant to their future aspirations.
- 7.2 Parents receive information at appropriate times about specific aspects of the programme relevant to their daughters, either via their tutor/Head of Year or through the reporting procedure. Parents of students in year 12 and 13 are referred to the Parents’ area of the UCAS website.
- 7.3 Where appropriate, parents and students contribute to the Careers programme.
- 7.4 Students in the Sixth Form are expected to look at the HE and Careers bulletin and notices regularly. Other year-groups receive information through their Tutors and Heads of Year, as well as through Careers lessons and PSHE.
- 7.5 Parents and students are welcome to contact the Assistant Head: Futures or Head of University Admissions at any time.
- 7.6 There is a separate system for liaising with students when the A Level results are published. Information about the procedure is given routinely within the Sixth Form Life Skills programme.

8 Liaison with other Roedean staff

- 8.1 Formal and informal discussion take place between the Assistant Head: Futures and members of the Leadership Team at appropriate times.
- 8.2 Staff involved in the Higher Education and Careers provision contribute their perspective to discussions about individual students.
- 8.3 Notices about major events other than routine timetabled Careers sessions are displayed on the relevant staffroom noticeboards and shared via briefings and bulletins.
- 8.4 Formal and informal discussions with other members of staff take place as appropriate.

9 Adherence to whole-school policies

- 9.1 Attendance at compulsory events is monitored and unauthorised absences are followed up.
- 9.2 Risk assessments are carried out for relevant activities.

- 9.3 Procedures are in place to monitor and support student attendance at Open Days and authorised courses.
- 9.4 These are explained to students, House staff and tutors.
- 9.5 All contact with parents must be in line with general guidelines issued to all staff.
- 9.6 Records are kept of formal interviews with students. These are usually related to University/course choices in the Sixth Form. Careers staff refer any general concerns over students to the relevant member of staff.

10 Staff development

- 10.1 All staff involved in the Higher Education and Careers provision are to read relevant material circulated from outside agencies and are encouraged to attend relevant courses.

11 Programme

11.1 Introduction

While we support the aims for the DfE document 'Careers guidance and access for education and training providers', dated January 2023, we concentrate on those elements which suit our pupils. Roedean's careers education a programme adheres to the Association for Careers Education and Guidance/Careers Development Institute (ACEG/CDI) framework for careers education and work-related learning and also complies with the Education Act 2011.

The bulk of our work is undertaken with Year 9, Year 11, and the Sixth Form although provision is offered from Year 7.

11.2 Year 7 entitlement

- (a) Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- (b) Students receive regular Higher Education and Careers bulletins
- (c) Students are introduced to careers resources and informed how to use them.
- (d) Students have access to independent and impartial advisers via a Careers unit as part of their timetabled enrichment (HHH).
- (e) By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- (f) Students are invited to participate in the Careers Fair.

11.3 Year 8 entitlement

- (a) Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- (b) Students receive regular Higher Education and Careers bulletins
- (c) Students introduced to the world of work and how it is constantly changing.
- (d) Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- (e) Students encouraged to think about what they might like to achieve after school.
- (f) Students have access to independent and impartial advisers via a Careers unit as part of their timetabled enrichment (HHH). They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

- (g) Students are invited to participate in the Careers Fair.

11.4 Year 9 entitlement

- (a) Students encouraged to reassess personal strengths with a focus on transferable skills. What is important in a career?
- (b) Students receive regular Higher Education and Careers bulletins
- (c) Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- (d) Students introduced to other careers software and websites available in school eg UniFrog
- (e) Students should begin to think about GCSE option in terms of career pathways and plan future within school.
- (f) What is a CV, what is a cover letter and why do people applying for jobs need them?
- (g) Students have access to independent and impartial advisers via small group sessions. They can have optional 1:1 sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- (h) Students are invited to participate in the Careers Fair.

11.5 Year 10 entitlement

- (a) Students begin to explore 6th form options and interview techniques.
- (b) Students receive regular Higher Education and Careers bulletins
- (c) Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- (d) Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- (e) Students begin CV and cover letter writing.
- (f) Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- (g) Students are invited to participate in the Higher Education Evening and Careers Fair.

11.6 Year 11 entitlement

- (a) Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- (b) Students receive regular Higher Education and Careers bulletins
- (c) Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- (d) Specific mock interviews for those with a particular career path in mind also available.
- (e) Students are encouraged to think about the kind of behavior potential employers look for.
- (f) Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- (g) Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter

- (h) Students are kept up to date with post 16 deadlines.
- (i) Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- (j) Students are invited to participate in the Higher Education Evening and Careers Fair.

11.7 Year 12 entitlement

- (a) Students are given specific help with preparing UCAS/International Universities/applying for apprenticeships.
- (b) Students receive regular Higher Education and Careers bulletins
- (c) Students receive Pathway Lectures, which give them access to information about careers that follow on from their A-level choices.
- (d) Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- (e) Students should start to understand how world of work is changing and how it might affect individuals.
- (f) Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- (g) Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- (h) Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- (i) Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- (j) Students are invited to participate in the Higher Education Evening and Careers Fair.

11.8 Year 13 entitlement

- (a) Students are given specific help with preparing UCAS/ International Universities/applying for apprenticeships.
- (b) Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- (c) Students receive regular Higher Education and Careers bulletins
- (d) Students should start to understand how world of work is changing and how it might affect individuals.
- (e) Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- (f) Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- (g) Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- (h) Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- (i) Students are invited to participate in the Higher Education Evening and Careers Fair.

12 Opportunities

12.1 Introduction

Students at boarding schools have fewer opportunities than those at state and day schools to obtain experience of the world of work through part-time paid employment. It is unusual for Roedean students not to continue their formal education beyond A Level, and it could therefore be argued that experience of the world of work is less important for their immediate progression from A Level. Universities, however, are increasingly asking for evidence of experience of working with others in certain fields - notably Medicine, Veterinary Science and Teaching - where interpersonal skills are as important as formal qualifications. Most Universities will not accept students for Medicine and allied professions or Veterinary Science without evidence of attendance at relevant courses/workshops or relevant practical experience/work-shadowing. To an extent, the Community Action Project in year 12 caters to the development of, an evidence for, these soft skills. We also provide access to, and information about, opportunities that exist online via our Higher Education and Careers bulletins.

We feel that it is desirable for all students to have some understanding of the practical aspects of normal employment, but formal Work Experience is often not possible and not always the most appropriate course of action. The concept of Work Experience for students not on a University course is not understood in some countries from which our students come.

13 Work Experience - general points

13.1 To count as Work Experience for DfES purposes:

- (a) the placement must take place at a time when the student should otherwise be in timetabled lessons
- (b) the student concerned should be in Year 10 or above

14 Considerations relevant to Roedean

- 14.1 Due to a busy school schedule, a specific work experience week is currently not offered. Students are encouraged to undertake work experience in Year 12 to help inform their University options. This is to be arranged by the pupil outside of term time. If a student is unsuccessful at obtaining work experience, we assist them via our extensive alumni network.
- 14.2 Year 11 students are currently allowed to return home at the end of their GCSE examinations and therefore do not return to school before the start of their Sixth Form course.
- 14.3 Boarders often prefer to undertake Work Experience near their homes, often through informal arrangements with companies or individuals known personally to their parents.

15 Recent practice at Roedean

- 15.1 Normal post-GCSE progression of Roedean students is into some kind of continuing education - usually A Levels at Roedean or, less frequently, elsewhere. Students assume they will go on to university. Those who have a vocational course in mind are generally contemplating Medicine and allied professions, Veterinary Science or some kind of Engineering. Increasingly, experience opportunities in the form of placements, both online and in person, are available in term-time only. As these are recognised as being beneficial to a student's university or apprenticeship application, permission to undertake such a placement is granted by the Director of Sixth Form with a consideration of the impact on an individual's academic needs.

- 15.2 There is a very large intake of new students into the Sixth Form. A proportion of these students come from outside the UK, often with English as a second, third or fourth language. Most come from cultures where Work Experience is an unfamiliar concept.
- 15.3 Local employers or former Roedean students/parents may offer placements. In this case, we encourage suitable students to apply.
- 15.4 When parents arrange work placements in the UK for their daughters, we remind them of the legal obligations employers have and remind them to obtain evidence of Employers' Liability Insurance.
- 15.5 We invite students to give feedback to their year-group during Careers sessions and Tutor time in Year 12 and 13. We also invite them to give formal written feedback to the Careers Department.

16 Other methods of delivering work-related learning

- 16.1 A Level students are encouraged to attend relevant courses provided through UCAS, CRAC, ISCO, ACEG and individual universities. Most of these courses are related to Medicine, Law, Engineering, Architecture or Business/Management.
- 16.2 Consideration is being given to the re-instatement of the invitation to Year 12 parents to participate in 'Take our Daughters to Work' days, but this, of necessity, occurs during school holidays.
- 16.3 Y12 students all participate in a weekly Community Action Programme (CAP)
- 16.4 Outside the Careers Department, the following are also available:
 - (a) Voluntary work in the local community (may be part of D of E Award)
 - (b) Membership of a Tycoon company
 - (c) Activities such as Peer Listening, the Roedean Mission Committee or Student Librarian
 - (d) Organising charity events, directing drama and/or music competitions