

## Careers Education Policy

### 1. Introduction

This policy recognises the importance which the School places on an education that will prepare students for the challenges of their future lives, creating life-long learners. It recognises that in a world of rapidly changing employment opportunities, students need to be introduced to information, experience, and understanding of the world of work. It also recognises that students need to be given assistance in recognising their own abilities and aptitudes so that they can be ambitious and aspirational, while being supported with realistic advice about their own futures.

The vast majority of students attending Halcyon London International School will complete the International Baccalaureate Diploma Programme (at Halcyon or another IB World School) and will go on to study in further higher education institutions in countries all around the world. In order to ensure that these international students leave school with a wide range of career choices still available to them, they are guided through decision making processes and are given careers testing and advice which informs their subject, and subject level, selection for the International Baccalaureate Diploma Programme.

### 2. Objectives

The objectives of this policy are:

- A. Self-development: for students to understand themselves and the influences on them
- B. Career exploration: for students to have the opportunity to explore authentic workplace environments
- C. Career management: for students to make and adjust plans to manage change and transition.

### 3. Responsibilities

It is the responsibility of the **University and Careers Counsellor** to facilitate the framework for careers education, and university guidance, ensuring that these programs develop as the school expands; monitoring and reviewing their effectiveness. The University and Careers Counsellor reports to the Director, who will report to the Board of Trustees as required.

It is the responsibility of the University and Careers Counsellor to maintain a university guidance office, and s/he will be responsible for

- A. the implementation and development of work-related learning

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- B. encouraging the development of careers education and guidance across the curriculum,
- C. liaison with outside agencies and further education providers.

The University and Careers Counsellor will:

- D. be responsible for the effective implementation of university guidance
- E. be responsible for the effective implementation of careers education, in liaison with the PSHEE team
- F. organise the Grade 10 Work Experience programme
- G. organise an annual careers day for students
- H. keep a record of careers and guidance-related activities across the School
- I. make arrangements for regular visits by university officers, career guidance specialists, speakers from a variety of employment sectors, and alumni
- J. deliver a university counselling programme which gives students the opportunity to identify their aptitudes; engage purposefully in decisions about their post-18 education; have access to all necessary information about post-18 education to be able to make an informed choice about their future studies; visit universities (open days); and be conversant with the university application process, both in and outside the UK
- K. ensure that parents are involved in, and informed about, their children's choices on careers, training and future education
- L. ensure that there is effective liaison with providers of advice and guidance to young people
- M. monitor, evaluate, review and report on the effectiveness of the careers education programme.

It is the responsibility of the **School Leadership Team**, and specifically the **IB Coordinators**, to

- N. ensure that careers education and guidance, including information on economic factors and enterprise education in its widest sense, are embodied in syllabii and activities across the curriculum
- O. ensure that careers resources will be available to all students
- P. ensure that there is liaison between the International Baccalaureate Diploma Programme Coordinator, the International Baccalaureate Middle Years Programme Coordinator, the Pamoja online Site-Based Coordinator and the University and Careers Counsellor in running course selection programmes for the Grade 10 IB Middle Years Programme and for the Grade 11/12 International Baccalaureate Diploma Programme

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- Q. review regularly the operation of the policy, together with the University and Careers Counsellor, and propose changes as necessary.

It is the responsibility of the **PSHEE** (Personal, Social, Health and Economic education) **curriculum leader** to

- R. ensure that there is adequate time available on the timetable, as part of the PSHEE programme, and outside it, for careers education and guidance.

### 4. Delivery

- A. In order to ensure that all students access the careers' curriculum, it is important that there is a wide range of resources available.
- B. Adults other than teachers, including adults from organisations offering careers guidance, will be used as a regular part of the programme.
- C. A variety of classroom activities will be used including group discussion and problem-solving and opportunities will be given for reflection.
- D. A supportive and challenging environment will be created in PSHEE and other lessons to ensure that students develop high and realistic aspirations for their futures.

*Approved by Board of Trustees, December 2012. Reviewed July 2013. Reviewed 9 August 2013.*

*Revised 5 October 2015. Approved by Board of Trustees 17 February 2016.*

*Revised August 2019. Approved by the Board of Trustees 17 September 2019.*

*This policy will be reviewed annually, or more regularly in light of any significant changes in statutory requirements and legislation.*

