STAHS
PREP SENIOR SIXTH

Careers Education, Information, Advice and Guidance

Pastoral Care and Personal Development
Policy Related Document

September 2026

THINK BEYOND

PART OF

Pastoral Care and Personal Development (Related Document)

Careers Education, Information, Advice and Guidance (CEIAG)

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1. Policy Overview and Aims

1.1. At St Albans High School for Girls (STAHS), careers education is an integral part of each student's wider education and personal development. Our Careers Education, Information, Advice and Guidance (CEIAG) programme aims to equip students with the knowledge, skills, experience and the confidence that they need to make informed and aspirational decisions about their futures.

1.2. The programme is led by the Head of Careers, working in partnership with the Higher Education Team, Sixth Form Team, PSHE, academic departments and the Alumnae Office.

1.3. STAHS aims to provide a progressive, inclusive and impartial careers programme from Year 7 to Year 13 that enables students to:

a. Develop an understanding of their individual strengths, interests, values and aspirations.
b. Explore a broad and diverse range of careers and future pathways.
c. Understand how subjects, qualifications, skills and experiences connect with future opportunities.
d. Make well-informed, realistic and appropriately ambitious decisions at key transition points.
e. Understand the full range of education, training and employment routes available to them, including higher education, apprenticeships and employment.
f. Develop employability, career management and transferable skills.
g. Recognise, articulate and evidence the skills they develop within and beyond the classroom.
h. Gain meaningful insights into workplaces and the changing world of work.
i. Develop the confidence to network and engage professionally with employers, alumnae and other external speakers.
j. Challenge assumptions and stereotypes which may limit aspirations or choices.
k. Successfully navigate the transition from school to Higher Education or Apprenticeships.

2. Principles of Careers Education at STAHS

2.1. Careers education at STAHS is based on the principle that career development is a journey rather than a single decision.

2.2. Students progressively develop their self-awareness, understanding of opportunities and ability to manage future decisions. Careers education therefore extends beyond choosing subjects, courses or occupations. It seeks to prepare students with the confidence, curiosity, adaptability and skills to respond successfully to a changing world of work.

2.3. The key principles of careers education at STAHS:

a. **Impartiality:** Students have access to impartial information and guidance about the full range of appropriate pathways and are supported to make decisions which reflect their own strengths, interests and aspirations.
b. **Aspiration and breadth:** Students are encouraged to be ambitious while exploring a wide range of possibilities. Careers activities introduce students to pathways, sectors and occupations which they may not previously have considered. In particular challenging gender norms.
c. **Individuality:** There is no single definition of a successful destination. Students are encouraged to explore routes which are appropriate to their individual aspirations, abilities and circumstances.
d. **Progression:** Careers learning develops throughout Years 7 to 13, with activities becoming increasingly sophisticated and personalised as students approach important decision points.
e. **Skills for life:** Students are supported to identify, develop and demonstrate transferable skills through academic study, co-curricular activities, positions of responsibility and experiences beyond the classroom. For example, the Young Enterprise Scheme.

f. **Meaningful encounters:** Students benefit from opportunities to engage directly with employers, professionals, alumnae, parents, education providers and workplaces.

3. Framework for Careers Provision

3.1. STAHS provides a coherent programme in which careers education, information, advice and guidance are embedded across school life. Our careers provision aims to provide students with:

- a stable and progressive careers programme.
- access to high-quality careers and labour market information.
- provision which recognises individual needs and aspirations.
- connections between curriculum learning, skills and careers.
- meaningful encounters with employers and people working in a wide variety of professions.
- experiences of workplaces.
- meaningful encounters with higher education, further education, apprenticeship and training providers, employers and other organisations representing the full range of post-school pathways.
- access to appropriate personal careers guidance.

3.2. These areas reflect the eight Gatsby Benchmarks for Good Careers Guidance. STAHS uses appropriate careers frameworks and benchmarks to evaluate the breadth, quality and impact of its provision and identify priorities for continuing development. Including undertaking regular Compass assessments through the Careers and Enterprise Company.

4. Leadership and Responsibility

4.1. The Head

a. The Head, has overall responsibility for ensuring that the school's careers and higher education provision supports the educational aims of STAHS and the needs and aspirations of its students.

4.2. Head of Careers

a. The Head of Careers leads the development, coordination, delivery and evaluation of careers education across the school.

b. The Head of Careers works collaboratively with:
   - The Senior Leadership team
   - The Higher Education team
   - The Sixth Form team
   - The PSHE team
   - Heads of Department and teaching staff
   - Form tutors
   - The Development and Alumnae Office
   - External careers professionals including the Young Enterprise Scheme.
   - Employers and professional contacts.
   - Parents and alumnae.
   - Higher Education and training providers.

c. Responsibilities of the Head of Careers include:
   - Maintaining and developing the school's strategic careers programme.
   - Ensuring provision is progressive from Year 7 to Year 13.
   - Promoting a broad and impartial range of education and career pathways.

- Providing individual impartial careers advice and guidance to year 9, 10 and 12.
- Facilitating encounters with employers, professionals, alumnae and education providers; in line with Equalex.
- Promoting opportunities including higher education, apprenticeships, employment and alternative routes.
- Overseeing careers resources and Unifrog.
- Supporting students at significant transition and decision points.
- Working with colleagues to strengthen links between curriculum learning and careers.
- Monitoring student engagement with careers provision.
- Gathering feedback from pupils, staff and parents to quality assure and evaluate the effectiveness of the programme.
- Reviewing the careers policy and programme regularly including changes to statutory guidance

4.3. Higher Education Team

a. STAHS has a dedicated Higher Education Team, which works closely with students throughout the Sixth Form as they research and prepare for their post-18 options.

b. The team provides specialist support with the Higher Education application process:

- Researching universities, courses and other Higher Education opportunities.
- Making informed choices about courses and institutions.
- Understanding course and entry requirements.
- Planning and preparing applications.
- Navigating the UCAS/UCAT application process.
- Supporting students through decisions, offers and the transition to higher education and beyond in line with our teach to 25 policy.

c. The Higher Education Team works closely with the Head of Careers so that Higher Education applications sit within a broader programme of post-18 guidance. This ensures that university, apprenticeships, employment and other appropriate pathways can be explored fully and impartially.

5. Unifrog

5.1. STAHS uses Unifrog as its central careers and destinations platform. Unifrog supports students in exploring their interests, developing their understanding of future pathways and making informed decisions about education, training and employment.

5.2. As students' progress through the school, Unifrog is used to support all Gatsby benchmark areas including:

a. Self-reflection and exploration of interests, strengths and skills.
b. Careers and sector research.
c. Access to careers and labour market information
d. Exploration of university courses and higher education opportunities.
e. Exploration of apprenticeships and alternative pathways.
f. Recording careers activities, experiences and interactions.
g. Developing competencies and transferable skills.
h. Researching and comparing future options.
i. Supporting applications and preparation for future transitions.
j. Recording intended and actual destinations which can then inform the careers programme.

5.3. Use of Unifrog is progressive and age appropriate. Activities are incorporated into the wider careers programme, PSHE, tutor time and Sixth Form provision as appropriate. Teachers, tutors, the Head of Careers and Higher Education Team use Unifrog to support conversations with individual students and to encourage students to take increasing responsibility for researching and managing their own future pathways. Parental access is enabled.

6. Careers Education Across the Curriculum

6.1. Careers education at STAHS is not confined to solely careers lessons or events. Students are encouraged to recognise connections between their education, the skills they are developing and the opportunities available beyond school in line with Gatsby benchmark 4.

6.2. Academic departments are encouraged to identify appropriate opportunities to:

a. Highlight how subject knowledge and skills are used beyond school.
b. Introduce students to careers related to their subjects.
c. Draw attention to transferable skills developed through classroom learning.
d. Help students understand how their subject choices may relate to future pathways.
e. Use relevant employer and workplace examples.
f. Engage alumnae, parents and other external speakers where appropriate.
g. Challenge stereotypes associated with subjects, professions and industries.

6.3. Careers education is also supported through the school's PSHE provision and the Diploma in the Sixth Form.

7. Personal Careers Guidance

7.1. Students have access to individual careers guidance as they progress through the school. One-to-one interviews are held in Year 9,10 and 12. Additional interviews can also be conducted when beneficial to the student. Careers guidance supports students to:

a. Understand their individual strengths, interests and aspirations.
b. Explore a broad range of career pathways.
c. Make informed subject and qualification choices.
d. Research future study and career opportunities.
e. Explore post-18 pathways.
f. Consider Higher Education, apprenticeships, employment and other routes.
g. Develop the skills and confidence to manage their own career decisions.

7.2. Students and their Parents are encouraged to use Unifrog as part of this process, enabling them to undertake their own research and record their developing interests, skills and experiences. The purpose of personal guidance is not to tell students what they should do, but to help them develop the self-awareness, knowledge and confidence necessary to make informed decisions for themselves.

8. Careers Provision by Year Group

8.1. Years 7 and 8

a. In Years 7 and 8, careers education focuses on developing early career awareness and helping students to understand the relationship between their interests, skills, education and the wider world.
b. Begin identifying their individual strengths and interests.
c. Develop an awareness of the breadth of occupations and sectors available.

d. Understand that careers develop in different ways and may change considerably during an individual's working life.
e. Identify skills which are important within school and the workplace.
f. Have a meaningful experience of the workplace with clear learning outcomes and reflection time.
g. Make connections between curriculum subjects and future opportunities.
h. Challenge stereotypes about subjects, careers and the world of work including gender norms.

8.2. Year 9

a. In Year 9, students begin to explore their developing interests, strengths, skills and aspirations in greater depth. Through Unifrog and careers education activities, they are introduced to a broad range of careers and encouraged to consider how their interests and skills could relate to different areas of work.
b. Students have opportunities to engage with parents, alumnae and professionals and to build confidence in asking questions and networking appropriately. Experiences of workplaces help students understand how skills developed at school are applied within professional environments.
c. Students also take part in a dedicated work shadowing day, giving them first-hand experience of a workplace and an opportunity to reflect on the skills, roles and working practices they observe.

8.3. Years 10 and 11

a. In Years 10 and 11, careers education becomes increasingly focused on individual exploration and future decision-making. Students use Unifrog alongside careers education and guidance to research pathways and opportunities and to understand connections between their subjects, skills, interests and future choices.
b. Students have opportunities to:

- Explore different occupations, industries and sectors.
- Meet employers, alumnae and other professionals.
- Develop communication and networking skills through events such as a Networking breakfast.
- Investigate post-18 pathways.
- Explore Higher Education, apprenticeships and employment.
- Develop and evidence transferable skills.
- Participate in careers events and experience.
- Access individual careers guidance.

9. Sixth Form and Post-18 Pathways

9.1. Careers and higher education provision in Years 12 and 13 supports every student to develop an individual, ambitious and well-researched plan for life beyond STAHS. Our teach to 25 policy ensures that we look beyond Post 18 choices.
9.2. Sixth Form students are encouraged to explore the full range of pathways, including:

a. UK Higher Education.
b. International Higher Education.
c. Degree apprenticeships.
d. Gap years.
e. Other appropriate employment, education, training and development opportunities.

9.3. Students use Unifrog alongside individual guidance, talks, workshops and other resources to investigate and compare possible pathways. The Head of Careers works alongside the Higher Education Team to ensure that students have access to impartial information and guidance across the full range of options.

9.4. Sixth Form students also have opportunities to develop their employability and professional skills through work experience, careers events, employer engagement, co-curricular activities, leadership opportunities and contact with the school's alumnae network.

10. Higher Education and UCAS

10.1. Students work closely with the Higher Education Team, who provide specialist guidance and support throughout their research and application journey

10.2. Support includes:

a. Researching courses and institutions.
b. Understanding different types of higher education provision.
c. Making informed and appropriately ambitious choices.
d. Understanding entry requirements.
e. Preparing for the UCAS process and application deadlines.
f. Admissions testing and interview preparation.
g. Understanding offers and making decisions.
h. Consideration of international higher education where appropriate.
i. Support with transition to higher education.

10.3. The Higher Education Team, Sixth Form Team and Head of Careers work collaboratively so that students' Higher Education planning is considered alongside the full range of post-18 possibilities.

11. Apprenticeships and Alternative Pathways

11.1. STAHS is committed to ensuring that students understand the full range of opportunities available after school. Apprenticeships, including higher and degree apprenticeships, employment and other education and training routes are presented alongside university pathways.

11.2. Students have opportunities to:

a. Understand how apprenticeships differ from traditional university routes.
b. Investigate current apprenticeship opportunities.
c. Explore different employers and sectors.
d. Understand application and recruitment processes.
e. Hear directly from employers, apprentices, alumnae and other professionals in line with Provider Access Legislation.
f. Access individual support when researching and applying for alternative pathways.

11.3. Information about apprenticeships is integrated into the wider careers programme rather than treated as a separate or lesser pathway.

12. Employer Encounters and Experiences of Workplaces

12.1. STAHS recognises the value of direct encounters with employers and experience of workplaces in developing students' understanding of working life.

12.2. Students are provided with opportunities to:

a. Meet employers and employees.
b. Learn about different professions and sectors. Including jobs of the future.

c. Ask questions about career pathways.
d. Develop professional communication and networking skills.
e. Participate in workplace experiences.
f. Understand workplace expectations.
g. Recognise how transferable skills are applied in professional settings.
h. Reflect on what they have learned from these experiences and provide feedback.

12.3. Students are encouraged to see workplace experiences as an opportunity for exploration and learning rather than solely as preparation for a particular occupation.

13. Alumnae and Parent Engagement

13.1. The STAHS community provides an important source of careers knowledge, expertise and inspiration. The Head of Careers works with the Development and Alumnae Office to provide opportunities for students to engage with alumnae working across a diverse range of sectors and professions.

13.2. Alumnae, parents and other members of the wider school community may contribute through:

a. Careers talks.
b. Careers events.
c. Networking opportunities.
d. Experience of the workplace opportunities.
e. Conversations about individual industries and professions.

13.3. The school seeks to draw upon a broad range of contacts so that students encounter different careers, routes and experiences. STAHS also works in collaboration with the Hertfordshire Careers Hub and local schools.

14. Equality, Inclusion and Challenging Stereotypes

14.1. STAHS is committed to careers provision which is inclusive, impartial and responsive to individual students. All students should be able to access appropriate careers education, experiences and guidance.

14.2. The school aims to:

a. Promote high aspirations for every student.
b. Challenge stereotypes and assumptions which may restrict career choices including gender norms.
c. Ensure that careers activities represent a wide range of experiences and opportunities.
d. Provide additional or personalised support where appropriate; and
e. Ensure that students are encouraged to make decisions based upon their own strengths, interests and aspirations.

14.3. Careers provision should encourage students to regard all appropriate pathways as worthy of serious exploration.

15. Monitoring, Evaluation and Review

15.1. The Head of Careers is responsible for monitoring and evaluating the school's careers provision. Evaluation may include:

a. Feedback from students, parents, staff, employers, alumnae and education providers.
b. Monitoring engagement with Unifrog.
c. Evaluating and quality assuring careers events and activities.
d. Reviewing access to personal guidance.
e. Tracking students' intended and actual destinations.

f. Reviewing provision against relevant careers frameworks, statutory guidance and benchmarks.

15.2. The results of evaluation are used to identify strengths, areas for development and priorities for the future programme. The careers programme and this policy are reviewed regularly to ensure they remain relevant to the needs of STAHS students and reflect developments in education, training, higher education and employment.

16. Governance

16.1. The Head of Careers works with the school's leadership to ensure that careers provision remains an integral part of STAHS's educational and personal development programme. Careers provision and student destinations are monitored appropriately, with relevant information used to inform future planning and development.

16.2. The Head of Careers keeps the school's provision under review and ensures that the strategic development of careers education reflects the needs of current and future students.

17. Provider Access

17.1. Purpose

a. STAHS is committed to ensuring that students have access to a broad and impartial range of information about the education, training and employment pathways available to them.

b. As part of the school's careers programme, students are given opportunities to hear from and engage with a range of external providers, including:

- Universities and other higher education institutions.
- Apprenticeship and training providers.
- Employers and professional organisations.
- Employers offering higher and degree apprenticeships.
- Organisations representing alternative education, training and employment pathways.

c. This supports the school's commitment to ensuring that students understand the full range of options available to them and can make informed decisions based on their individual interests, strengths and aspirations.

17.2. Student Entitlement

a. Throughout their time at STAHS, and particularly as they approach key transition points, students should have opportunities to:

- Understand the full range of academic, technical and vocational pathways available.
- Learn about apprenticeships, including higher and degree apprenticeships.
- Hear directly from education, training and apprenticeship providers.
- Understand the differences between university, apprenticeship, employment and other post-school routes.
- Find out about entry requirements, application processes and progression opportunities;
- Ask questions of providers and employers.
- Access impartial information which enables them to compare different pathways.
- Understand how different routes may support their longer-term career aspirations.

b. Provider encounters form part of the school's wider careers programme and should be appropriate to the age and stage of the students involved.

17.3. Opportunities for Provider Access

a. STAHS welcomes appropriate contributions from education, training, apprenticeship and employment providers. Opportunities for engagement may include:

- Careers fairs.
- Careers talks and presentations.
- Assemblies.
- PSHE or careers sessions.
- Employer and professional panels.
- Workshops.
- Apprenticeship information sessions.
- Sixth Form and post-18 events.
- Curriculum-linked activities.
- Parent and student information events.
- Other activities organised as part of the school's careers and higher education programme.

b. Where appropriate, encounters may take place in person or virtually. The school aims to ensure that provider encounters are meaningful, relevant and age appropriate and form part of a coherent programme rather than being isolated activities.

17.4. Requests for Access

17.4.1. Education, training and apprenticeship providers wishing to engage with STAHS students should contact: Heidi Stroud, Head of Careers, St Albans High School for Girls, stroudh@stahs.org.uk

17.4.2. Requests should, where possible, include:

- The name of the organization.
- The nature and purpose of the proposed activity.
- The intended student or year-group audience.
- Proposed dates or times.
- The intended learning outcomes.
- Details of the information or resources to be provided.

17.4.3. Requests will be considered in relation to-

17.4.4. The relevance of the activity to students.

17.4.5. Its contribution to the school's careers programme.

17.4.6. The age and stage of the students.

17.4.7. The timing within the school calendar.

17.4.8. Availability of appropriate facilities and staff.

17.4.9. The school's safeguarding and visitor procedures.

17.4.10. The importance of maintaining balanced and impartial careers provision.

17.5. Where a proposed activity is not possible at the time requested, the school may consider whether the provider could contribute to the careers programme in another appropriate way.

17.6. Safeguarding and School Procedures

17.6.1. All external providers and visiting speakers are expected to comply with STAHS safeguarding, health and safety, visitor and other relevant school procedures. Provider encounters will be appropriately managed and supervised by the school.

17.6.2. The school reserves the right to determine the suitability of an external provider or proposed activity, having regard to safeguarding, the educational value of the activity and the needs of its students.

17.7. Impartiality and Breadth

17.7.1. STAHS is committed to ensuring that students are not encouraged towards one type of post-school destination at the expense of others. Provider Access therefore forms part of a wider programme in which students are encouraged to investigate and compare:

- Higher education
- Further education
- Apprenticeships
- Technical and vocational education
- Employment
- Gap years
- Other appropriate pathways.

17.7.2. The Head of Careers and Higher Education Team work closely together to ensure that students considering University receive excellent specialist support with their applications and UCAS, while all students are also encouraged to understand and investigate the wider range of opportunities available to them.

17.7.3. The most appropriate destination is the one that best meets the individual student's interests, aspirations, strengths and circumstances.