

Policy Statement for Careers Education and Guidance

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Introduction

Careers Education and Guidance (CEG)

is concerned with equipping young people with the knowledge, skills and confidence to plan and manage their individual pathways through learning and work on a lifelong basis. The learning outcomes from CEG prepare pupils for the opportunities, responsibilities and experiences of education, training and employment. Increasingly flexible patterns of work, the globalisation of the economy and the impact of new technologies all mean that the world of work is changing rapidly and reinforce the need for effective careers work in school. Idsall School considers the provision of CEG to be an essential part of every pupil's entitlement and will address the following areas:

Self-development

Pupils will be taught self-awareness, which is a pre-requisite to pupils making well-informed choices throughout their education and beyond, into training and employment.

Career Exploration

Pupils will be taught to understand the concept of 'career' and its relevance to their own lives and how to investigate careers and opportunities.

Career Management

Pupils will be taught to develop greater self reliance in managing and implementing their own personal goals and targets and how to make realistic careers decisions based on their own research.

This policy has been formulated through discussions with the teaching staff, students, parents, governors and external agencies in the firm belief that *Effective careers programmes:*

- *contribute to strategies for raising achievement, especially by increasing motivation,*
- *support inclusion, challenge stereotyping and promote equality of opportunity*
- *encourage participation in continued learning, including higher education*
- *develop enterprise and employability skills*
- *reduce drop out from, and course switching in, education and training*
- *contribute to the economic prosperity of individuals and communities'* (Careers Education and Guidance in England: A National Framework 11-19, DfES 2003.)

The implementation of this policy is the responsibility of all teaching staff together with outside agencies and partners.

Section 1

The aims of Careers Education and Guidance

- to help pupils to understand themselves and develop their capabilities.
- to prepare students for the opportunities, responsibilities and experiences of adult life.
- to enable students to develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles.
- to help them develop career awareness and implement their career plans.
- to help them to handle careers information, to investigate careers and opportunities and assist them in making informed choices.
- to enable them to experience the world of work.
- to enable them to manage transitions in their lives, such as the change from KS3 to KS4 or from school to college or work.

Section 2

Statement of Entitlement

Students are entitled to Careers Education and Guidance, which is:

- independent and impartial.
- integrated within their overall education and structured to provide help at decision points and to meet their continuing needs.
- based on partnership with young people and their parents or carers.
- based on the principle of equal opportunities.
- confidential and which respects personal information disclosed by the individual.

For a full statement of entitlement at each key stage please see Appendix 1.

Appendix 1

Pupil Entitlement Statement for Careers Education and Guidance

By the end of KS3 you will

- be able to use and have regular access to the Careers Information Library
- know how to make decisions about your choice of GCSE subjects
- begin to recognise what skills and strengths you have and how you can use them
- receive advice and informed support via staff such as your tutor, Head of Key Stage and Careers Co-ordinator
- use a website called “New KUDOS” to begin to find out more about the types of work in which you are interested
- have opportunities for recording your own achievements

By the end of KS4 you will have

- had the chance to do work experience
- group and/or individual access to the Personal Adviser linked to your school to discuss future plans
- begun to develop self-awareness skills for self reliance and dealing with the world of work and everyday life
- have visited a Careers Convention
- a knowledge of a wide range of further and higher education, training and career opportunities
- had the opportunity to meet a variety of adults other than teachers at careers talks, visits, interviews and careers conventions etc.

By the end of KS5 you will have

- had access to a Careers Convention
- visited a Higher Education Fair
- attended a University/College Open Day
- had access to presentations from speakers from the tertiary sector
- accessed computer-based information about higher education
- had the opportunity to explore career areas through self-organised work shadowing
- had the opportunity to have a Careers Guidance discussion with a Personal Adviser
- been briefed on student finances
- had the opportunity to apply for sponsorships or gap year placements

Section 3

Implementation of the Policy

The responsibility for the management of CEG lies with the Careers Co-ordinator who is a member of the senior leadership team. Designated staff have a responsibility to deliver the programmes through their role in the PSHE team and as subject specialists to fulfil the aims of the whole school policy.

For a full statement of implementation of policy please refer to Appendix 2.

Appendix 2

Implementation of CEG policy

- 1. The Careers Education and Guidance programme will be delivered:**
 - through specific Careers modules in ID sessions
 - through ID modules
 - through individual subjects
 - via Careers Conventions
 - through Careers specific seminars
 - through Parents' Evenings
 - professional theatre companies, ImpAct

- 2. The Careers Education and Guidance programme will be delivered by:**
 - outside agencies, Connexions
 - local colleges
 - business/industry
 - training agencies
 - Careers Advisers
 - Careers Co-ordinator
 - subject teachers

- 3. The nature of the provision will be in the form of:**
 - personal interviews for pupils with Careers Advisers
 - group work led by Connexions
 - specialist provision for special needs pupils
 - interviews by Careers Advisers at Parents' Evenings
 - Careers Conventions
 - Careers specific Parents' Evenings

- 4. Careers Information will be available:**
 - in the Careers Library - open access 8.30 - 4.30 every day
 - on all the computers on the school network
 - careers notice boards
 - at Careers Conventions/Fairs
 - at the local Connexions Office as advertised

- from the Careers Co-ordinator
- 5. CEG will include Work Related Activities such as:**
- Work Experience for all Year 10 pupils
 - part-time Work Experience for identified pupils
 - specialist placements for Catering students in addition to Year 10 placement
 - access to college
 - access to industry open days
 - interviews with industrial/business representatives
 - mock interviews
 - completion of CVs
 - completion of application forms
 - job search skills
 - access to job vacancies
- 6. CEG will involve the use of ICT in the form of:**
- use of KUDOS
 - use of Higher / Further Education computer software
 - access to all computer information on the Idsall School network
 - completion of CV
- 7. Parents and the Community will be involved in the delivery of CEG as follows:**
- visiting speakers in lunchtime seminars
 - mock interviews
 - work experience
 - parents' evenings
 - careers specific evenings
- 8. Connexions will be an integral and vital part of the delivery of CEG as follows:**
- individual interviews
 - careers action plans
 - mock interviews
 - monitoring of work experience
 - advice at parents' evenings
 - liaison with special needs department
 - advice on the CEG programme
 - information on job/training vacancies

- information on school leaver destinations
 - tracking of post 16 pupils
 - provision of material for CEG programme
 - liaison with Heads of Year and Careers Co-ordinator
- 9. The CEG programme will be delivered to all pupils addressing all requirements of an equal opportunities strategy:**
- activities on sexual stereotyping will occur in the ID programme
 - activities on gender issues will occur in the ID programme
 - activities on race issues will occur in the ID programme
 - all pupils will have equal access to the CEG and Work Experience programme
- 10. CEG will support the completion of individual action planning via:**
- ID programme
 - individual interviews with Careers Advisers
 - use of Career Development Plans as a basis for individual pupils

11. Resources

A. Staff

The Careers Co-ordinator will manage the delivery of the CEG with the support of all previously identified people. One member of staff has completed the Certificate in CEG with Manchester Metropolitan University and one member of staff is currently studying for the same. Governors are informed of CEG and are invited to help with any appropriate areas.

B. Two interview rooms will be available to be booked for individual interviews or small group discussions.

C. Teaching materials:

Teacher produced worksheets
 CEG programmes compiled by Connexions
 Computers available on Idsall School network
 Appropriate software
 TV and video in the careers library
 Work Experience Handbook
 Published materials
 Individual folders for each tutor with complete CEG programme for the year

12. Staff Development and Training:

Training sessions are held for tutors prior to the delivery of CEG
Staff are involved in the monitoring of Work Experience placements
Careers Co-ordinator attends all relevant Area and County meetings
Training courses at outside agencies are attended as and when appropriate.

Staff have completed/are completing the Certificate in CEG course
An administrative assistant has been trained to manage the Careers Library and Work Experience administration.

13. Review and Evaluation

The CEG programme is evaluated on completion by ID teachers, Head of ID, Careers Coordinator and pupils and amendments are made according to evaluation.

Pupils are tested/questioned to verify the successful delivery of learning outcomes. An annual review of CEG is held with Connexions and amended accordingly.

14. For the CEG programme for each year group please refer to Appendix 3.

Section 4

Review

The effectiveness of CEG will be evaluated and amended on an annual basis based on the evaluative framework and paying attention to the learning outcomes. The satisfaction of students and parents is a key consideration. Government legislation, local and national trends, changes in provision delivered by staffing and the ID programme all have to be taken into account. Visitors to school for mock interviews, seminars, discussions, careers conventions and careers parents' evenings are asked to complete evaluation forms and note is taken of comments and action is taken to review and amend the provision as appropriate.

For examples of evaluation methods / questionnaires please see Appendix 4.

Section 5

Relationships to other whole school policies

This policy is underpinned by our policies on teaching and learning, the assessment and recording of achievement, economic and industrial understanding, work experience, equal opportunities and special needs.

This policy was adopted by the governing body on

and is due for revision on

_____.

Signed _____ on behalf of
the Governing Body.

Date _____