

Batley Girls' High School - Visual Arts College

Policy Document

## ***Careers Education Information And Guidance***

Produced by: IA DC

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## **Batley Girls' High School**

### **CEIAG Statement**

#### **Policy Statement**

This policy was developed in Collaboration with C&K Careers and School Staff. Attendance at Careers Association meetings and Network meetings is encouraged where possible to keep up to date with current thinking in Careers Educations & Guidance (CEG) and Information, Advice & Guidance (IAG) and Quality Standards (QiCS)

Bi-annual review of this policy will be promoted and in the light of legislation and guidance from the Government, current trends, school development plans and partnership activities, it will be amended and implemented.

Pathways & Progression Co-ordinator maps interventions across all key stages throughout the academic year.

Development of partnership work between school, business and industry, HE/FE, parents and students on a range of careers activities.

# 1. INTRODUCTION

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13 (March 2015).

This policy links to the key areas/objectives of the school improvement plan, which centres on raising achievement and the quality of teaching and learning across the curriculum. It will link into other related policies to enhance the guidance process across curriculum and pastoral areas and will be used as a tool to develop school objectives and priorities on teaching and learning and aspire and achieve.

CEIAG should help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contributes alongside external agencies working in partnership (reference Career Development Institute ACEG Framework for Careers & Work Related Learning April 2012).

It encompasses all aspects of school life and all staff who are involved in the personal, social and emotional well-being of the young person.

## **The careers education at Batley Girls' High School**

### **The school aims:**

- To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment

- To develop the skills that will help them to make informed and realistic choices for their future.
- To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- To develop the skills, including communication and confidence that will be needed in new roles and situations.
- To encourage understanding and experience of the world of work through WRL and enterprise activities
- To promote equality of opportunity in respect of race, religion, gender and special needs disability.
- To develop students' capabilities and to understand their own needs and abilities
- To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- To encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively.
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

### **Statutory Requirements**

Statutory Guidance, March 2015, places schools under a duty to secure access to independent careers guidance for their pupils in school years 8 – 13 (from September 2013). This must be presented impartially and must promote the best interests of pupils. Whilst providing a programme of careers education is no longer statutory, the school sees it as good practice and uses the ACEG Framework for Careers and Work Related Education (April 2012) to guide its provision.

## 2. EXPECTATION

In the light of the current changes in the world of work, and the Raising of the Participation Age, students should expect:

- to be told about key people who can help with education, career and any other personal, health or financial problem
- to get information on the guarantee of an offer of further learning at key points
- to know how to access information
- to be told about financial help they can get to stay in education (eg bursaries/student loans/grants)
- to know where to get help after 19 years of age (24 yrs if they have a disability)
- to be given opportunities to get involved in planning and improving information and advice services.
- To complete an exit interview where students move elsewhere at the end of Year 11 & 12, from June 2016.

Help should:

- be quickly and easily available
- respect individual needs
- be confidential
- instil confidence in order to plan the next step
- be impartial and all relevant options should be considered
- signpost the National Careers Service and local websites where appropriate
- be located in a central part of school (Careers LRC) and accessible to all students/CEIAG team & relevant staff.

To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the C&K Quality Standard for CEIAG validated against the "Quality in Careers Standard". This includes the Information Standard which ensures access to impartial information in careers.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, VLE/internet/e-mail also allows current information to be given to parents.

### **Organisation and Content**

The careers education programme is delivered through a structured programme in key stages 3, 4, and 5.

### **Sixth Form Provision**

As part of the PSHE period the Sixth Form receive talks by outside speakers on all aspects of University life, preparation for personal statements and UCAS forms, interview skills and all aspects of progression. Each student has access to the Careers Resource Area and can request interviews with the Careers Adviser. The role of the form tutor is also crucial in the 6th Form. The CEIAG team work with the head of sixth and the sixth form team to ensure students are following appropriate

study programme. Additionally there is the employability programme for students who prefer the work based routes.

### **School Improvement Plan**

The yearly Career Plan/Service Delivery Agreement is put together in consultation with staff, Careers Advisers and senior management. The focal areas are driven by the whole school improvement plan. These are then identified in the department improvement plan alongside the focal points identified by the whole school priorities and through review and monitoring cycles.

### **Cross-curricular links**

These are made with appropriate departments and enhanced by WRL/enterprise activities.

All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

### **Provision for Learners with Learning Difficulties and/or Disability (LLDD)**

Close links with the Co-ordinator (SENCO) ensure that equal opportunities and inclusion are addressed. Reference should be made to the SEN Code of Practice from September 2014. Learning Support staff support identified students and suitable material is provided. The Careers resource area also has appropriate, differentiated and personal material. The careers advisers is involved in transition reviews for SEN students in Yr. 9, 11 & 6<sup>th</sup> form.

## **3. KEY PERSONNEL**

### **CEIAG DELIVERY**

The Careers education programme is delivered through the PSHE programme Group work sessions are delivered and led by **CEIAG Team** with form tutors in support where appropriate. The Pathways & Progression Co-ordinator ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

The Pathways & Progression Co-ordinator maps intervention across key stages throughout the academic year.

The CEIAG team work with key school and external partners to promote KS3 focus events. These are developed on a rolling programme with the aim of raising awareness of progression opportunities in specific sectors. These activities will also encourage parents to participate.

There are regular links with identified personnel to ensure individual needs are met. Key pastoral staff such as progress leaders/form tutors, pastoral support workers

and Learning Support team feed in information to support the guidance process. Careers advisers are invited to contribute to Year 9 and Year 11 student review. Overall responsibility is given to the Pathways & Progression Co-ordinator to ensure the CEG programme is updated and developed. The Pathways & Progression Co-ordinator has the overview and line manages the CEIAG team and links to the identified careers governor.

### **Partnership Activities & Support for C&K Quality Standard (nationally validated against Quality in Careers Standard)**

C&K Careers support the school in enhancing the CEIAG provision through INSET, network meetings, advisory sessions and consultancy e.g. support for the C&K Quality Standard. An annual service delivery agreement is drawn up between the school and C&K Careers. Links with employers and training providers enhance the programmes where possible.

## **4. RESOURCES**

There is an annual allocation of money for Careers and Careers resources. Relevant resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Pathways & Progression Co-ordinator ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

### **Staffing and Staff Development**

The Pathways & Progression Co-ordinator attends Progress Leaders meetings on a regular basis and updates staff on current trends. Current careers strategies will inform the nature and frequency of in-service training.

## **5. ASSESSMENT, REVIEW AND EVALUATION**

### **Monitoring and Evaluation**

**The Pathways & Progression Co-ordinator is responsible for annual review of CEIAG.**

Review and evaluation is carried out termly on an informal basis between the Pathways & Progression Co-ordinator, the Deputy Head with responsibility for Aspiration and Achievement and the Careers Adviser in line with the Service Delivery Agreement. The Pathways & Progression Co-ordinator attends Progress Leaders meetings on a regular basis. Feedback from staff, students and year teams also helps in evaluating the CEG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEG programme. Departmental monitoring forms part of the whole school monitoring

system, focusing on termly focal areas. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Student voice is encouraged through the use of the website/VLE and school council and focus groups.

To ensure quality the school will actively work towards the C&K Quality Standard, nationally validated against QiCS.

## **BIBLIOGRAPHY**

Websites and Publications:

[www.cegnet.co.uk](http://www.cegnet.co.uk)

[www.thecdi.net](http://www.thecdi.net)

[www.careersengland.org.uk](http://www.careersengland.org.uk) (for information on QiCS)

[www.education.gov.uk](http://www.education.gov.uk) (for information on Raising the Participation Age)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) Ofsted Thematic Review of Careers Guidance, Going in the Right Direction?

DfE Statutory Guidance on Careers Guidance in Schools (March 2015)

Career & Work Related Education Framework ACEG (April 2012)

National Careers Service 'The Right Advice at the Right Time' Department for Business Innovation & Skills (April 2012)