

The Weald School

Policy for Careers Education, Information, Advice and Guidance (CEIAG)



Updated September 2018

Introduction

Rationale for CEG:

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to support them in making well informed and realistic decisions about the range of education and training options that are most likely to help them achieve their ambitions. Schools have a duty to secure independent careers guidance for all pupils in Years 9-11 from September 2012 (Education Act April 2011 inserts a new duty, section 42A, into Part v11 of the Education Act 1997). The Weald School follows the current statutory guidance outlined in "Careers guidance and inspiration in schools" March 2015.

The government's careers strategy published in 2017 sets out future requirements for schools in the form of The Gatsby Benchmarks.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further and Higher education
8. Personal Guidance

Commitment

The Weald School is committed to providing a wide range of careers activities and events for students in Years 7-13 as well as securing access to independent careers information, advice and guidance (IAG) for students in Years 9-13, in partnership with an external provider of careers guidance.

The Weald school endeavors to follow the National Framework for CEG 11-19 in England (DfES, 2003), the Young People's IAG Standards (DCSF 19 in England DfES 2003), the Young People's IAG Standards (DCSF 2007) the statement of careers education principles (DCSF, 2008), and other relevant guidance from DCSF, QCA and Ofsted. This now includes the latest Careers and Work-Related Education Framework from ACEG framework.

The Weald School has held the quality award, Investor in Careers since 1999 and is committed to maintaining the quality award standards.

Development

This policy was developed and will be reviewed biannually in discussion with the school's external provider of careers guidance, students, parents, governor's, advisory staff and other external partners' eg local authority.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work-related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and special needs/LDD.

Objectives

Students' needs

The careers programme is designed to meet the needs and circumstances of students at The Weald. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into student's experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. Outcome statements for Key Stages 3, 4 and 5 are attached to this policy in Appendix A.

Implementation

Management

The careers and work experience programmes are run by our Careers and Work Experience Manager. Oversight is provided by a member of the Senior Leadership Team and there is a link Governor.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the Careers and Work Experience Manager and the personal development teachers. The CEIAG programme is planned, monitored and evaluated by the Careers and Work Experience Manager in consultation with a member of the Senior Team and the schools' external provider of careers guidance who provides a specialist careers IAG. Careers information is available in the careers section of the Learning Resource Centre.

Curriculum

Curriculum content is determined by the recommended learning outcomes for key stages 3 and 4, and post-16 education and training as outlined in the National Framework for CEG in England. The framework of learning outcomes is used by the Careers and Work Experience Manager and Senior Leader responsible for curriculum planning and in reviewing existing programmes. Ideally, the needs of the students and the achievement of their learning outcomes will drive the structure, content and timing of the CEG programme. The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, employer talks, workplace visits, enterprise clubs, work-related learning (including one weeks' work experience), individual learning planning activities (eg enrichment day activities and links with local higher education institutions.) Careers lessons are part of the school's personal development programme. Other focused events e.g a Careers Fair open to all students each year. Work experience preparation and follow-up take place in careers lessons.

Students are actively involved in the planning, delivery and evaluation of activities.

Assessment and accreditation

The intended career learning outcomes for students are based on the National Framework and are assessed using assessment for learning (AfL) techniques within tutor sessions.

Partnerships

An annual Partnership Agreement is negotiated between the school and an external provider of careers' guidance which identifies the contributions to the programme that each will make. We have strong links with local businesses through the Rotary Club and Chamber of Commerce.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers and Work Experience Manager is responsible for the effective deployment of resources.

Staff development

Staff training needs are identified as part of the annual evaluation process of the careers curriculum and renewal of the Partnership Agreement. Funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.

Monitoring, review and evaluation

The Partnership Agreement is reviewed termly. The programme is reviewed annually by the school's Senior Team to identify areas for improvement. A Development plan and Self Evaluation report is submitted by the Careers and Work Experience Manager to the senior leadership team and governors. Action research evaluation of different aspects of CEIAG is undertaken regularly.

Approvals

Signatures:

Head teacher

P.D. Wood

Chair of Governors

Appendix to Careers Policy
CEG Outcomes
Delivery of CEG at KS3 in The Weald School

CEG is delivered through

- Timetabled PD lessons
- Tutorial sessions
- Assemblies
- Curriculum subjects eg Maths - Financial Awareness
- Special Events - Future Choices Fair/Options evening

Key Stage 3: by the end of the key stage, all students will have

- A better understanding of themselves(personal characteristics, abilities, interests, areas for development
- A better understanding of how school work and qualifications relate to occupational choices and therefore to lifestyle and income
- Started to use the careers resource area in the school Learning Resource Centre
- Researched possible future employment and career pathways
- Reflected on aspirational lifestyles, considered how these can be achieved/modified

Appendix to Careers policy
CEG Outcomes
Delivery of CEG at KS4 in The Weald School

CEG is delivered through

- Timetabled PD lessons
- Tutorial sessions
- Assemblies
- Employer visits
- Outside guest speakers
- Curriculum subjects eg Maths- Financial Awareness
- Careers Speed Dating (morning off timetable)
- Enterprise Day (day off timetable)
- Work Experience (5 days)
- Careers interviews - delivered by impartial advisers
- Special Events - Future Choices Fair
- Employer engagement events such as enrichment days with Army
- University visit days

Key Stage 4: by the end of the key stage, all students will have

- Improved their self-knowledge, employability skills and career management
- Gained direct experience of work
- Considered gender issues, discrimination and other barriers to equality and diversity through Personal Development programme
- Become more confident in using the careers resource area in the school Learning Resource Centre
- Received targeted advice and guidance on Post 16 choices through Careers Guidance interviews