

Policy for Careers Education, Information, Advice and Guidance (CEIAG) 2018

Contents

Section 1

- 1.1 Policy Statement
- 1.2 Student Entitlement and School CEIAG Framework of delivery

Section 2 - Policy Aims and Delivery

- 2.1 Careers Delivery Staff/All School Training
- 2.2 Careers Delivery
- 2.3 Whole School Curriculum Development
- 2.4 Year 9 Options
- 2.5 Work Experience/Work Related Learning
- 2.6 Transition Support
- 2.7 Parent/Carer Involvement
- 2.8 Student Involvement
- 2.9 Partnership Working
- 2.10 CEIAG Whole School Approach
- 2.11 Monitoring, Review and Evaluation

Section 1

1.1 Policy Statement

· INTRODUCTION

Rational for CEG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of Melland High School that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their Careers, sustain employment and achieve personal and economic wellbeing throughout their lives. We believe that this is implemented best by following the Gatsby Benchmarks.

Commitment

Melland High School recognises that it has a responsibility to provide Careers education in Years 7-14 and a duty to provide learners with access to impartial Careers information, advice and guidance in years 8-14 (Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff. April 2014). It is committed to providing a planned programme of impartial Careers education and information, advice and guidance (IAG) for all learners in Years 7-14, in partnership with local learning providers, employers, the Local Authority and the Skills Company (Transitions Service) to provide extra support as required, for vulnerable learners and young people with learning difficulties and disabilities.

The school endeavours to follow best practice guidance from the Careers profession, Matrix and other expert bodies such as Ofsted and Government departments that

might appear from time to time.

Melland High School is committed to working with Positive Steps to take it's Inspiring IAG Award accreditation to the next level.

Development

This policy was developed and is reviewed annually in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. *the Local Authority, National Careers Service, the Growth Company and the 14-19 Partnership*).

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, work related learning and enterprise, equality and diversity, gifted and talented, looked after children and special needs/LDD.

· OBJECTIVES

Learners' needs

The Careers programme is designed to meet the needs of learners at Melland High School Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

· IMPLEMENTATION

Management

The Careers Co-ordinator will co-ordinate the Careers education programme and is responsible to the head teacher. This area is supported by a link Governor. Work experience is planned and implemented by the Work Experience Co-ordinator who works closely with the Careers Co-ordinator. Careers learning will be delivered through assemblies, parent meetings, curriculum subjects and Careers events. The main delivery will be through Citizenship. To ensure that the Careers education programme is accurate, up to date and meets the needs of all learners, the Careers Coordinator will work closely with the Citizenship Coordinator, Heads of Departments, English Additional Language (EAL) Tutor and Transition Coordinator to annually review and develop the Careers education guidance programme.

Staffing

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by the Quality Assured Careers Advisor, Work Experience and Careers Coordinator. The CEIAG programme is planned, monitored and evaluated by the Careers Co-ordinator in consultation with the senior leadership team. Careers information is available on the Careers Board which is maintained by the Transition Coordinator in collaboration with the Careers Coordinator.

Curriculum

The Careers programme includes Careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities, and individual learning planning/portfolio activities. Careers lessons are part of the school's personal development programme. Other focused events, e.g. a Careers and FE education fair are provided during the year. Work experience preparation, debrief and evaluation take place in Citizenship Careers lessons and other appropriate parts of the curriculum.

Learners are involved in the planning of career learning. Their views are collected using discussion groups (Student Leaders) and evaluation questionnaires.

Assessment and accreditation

The intended career learning outcomes for learners are based on Melland High School's Careers education framework years 7-14 and will be assessed by a variety of methods.

The school is working towards the introduction of nationally accredited qualification/s for some of its learners; these learners will be identified by the school and in consultation with pupils and their parents and carers.

Partnerships

An annual Partnership/Service Level Agreement is negotiated between the school and IYSS-Integrated Youth Support Service. This agreement outlines the contributions the School and the Transitions Service partner will make in supporting vulnerable learners making transitions into post 19 learning and work. The school is establishing and developing partnerships with local 14-19 partners and employers. Where necessary, the school will aim to establish a partnership with an Independent Careers Guidance specialist recognised by the National Careers Service. The school also works with the Careers and Enterprise Company and is supported by a dedicated Enterprise Advisor.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the Careers education guidance area. The Careers Co-ordinator is responsible for the effective deployment of resources. The school website features access to a range of links to support the delivery of Careers education and guidance.

Staff development

The Careers Coordinator will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings and staff training. There are annual updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. (*Refer to CEIAG Section 2.2.1*). Staff training needs relating to CEIAG are identified by the Careers Co-ordinator in conjunction with the PSHE Co-ordinator or by individual request. The school endeavours to meet training needs within a reasonable period of time.

Monitoring, review and evaluation

The school analyses pupil destination information, feedback from pupils, parents and carers to inform its CEG programme. The Partnership Agreement with One Education is reviewed annually by the Careers Co-ordinator and Head Teacher. The schools Careers education and guidance programme is reviewed annually in light of new statutory requirements and recommendation made by the Local Authority. A report is submitted to the Head Teacher and Governors.

Key Staff

Head teacher: Sue Warner
Link Governor: Fiona Johnson Clic Media
SLT Lead: Julie Barnett
Enterprise Advisor: Sarah Driver
Careers Coordinator: John Barry
Quality Assured Careers Advisor: Steven Leach
Citizenship Coordinator: Rick Gleeson
Transition Coordinator: Jo Roscoe
Head of Sixth Form: Nicola Hammond
Work Experience Coach: Debbie Mellows
Student Council Coordinator: Julie Barnett

Approvals

Head teacher:

Link Governor:

CAREERS Co-ordinator:

Date of next Annual review October 2021

1.2 Student Entitlement and School CEIAG Framework of Delivery

Principle 1: Empowers young people to plan and manage their own futures

- 1.1 Are able to investigate opportunities for learning and work on their own
- 1.2 Are able to interpret information and to identify partiality and bias
- 1.3 Make challenging but realistic plans for their future learning and work
- 1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.4 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.5 Feed back that they have the skills that they need to plan and manage their Careers

Principle 2: Responds to the needs of each learner

- 2.1 Understand what motivates them, their strengths and their learning/work preferences
- 2.2 Know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs
- 2.3 Understand the skills and qualifications that they need to pursue their ambitions
- 2.4 Have an individual Education and Health Care Plan (EHC) that they keep under review and update as they approach each transition
- 2.5 Influence the design and delivery of Careers education/information and advice services
- 2.6 Feed back that they have received personalised support that they have needed to make informed choices

Principle 3: Provides comprehensive information and advice

- 3.1 Understand the opportunities afforded by, and are provided with easy access to:
 - the Skills Company
 - the local 14-19 prospectus
 - Apprenticeships Vacancies On-Line
 - other information sources used locally
 - the transition support team (for young people with special educational needs and disabilities)
- 3.2 Understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)
- 3.3 Understand the opportunities for progression to further learning afforded by each course/ pathway, including to higher education
- 3.4 Understand the work opportunities and rewards afforded by each course/pathway
- 3.5 Know how to access information about community and voluntary opportunities
- 3.6 Understand, and are able to claim, the financial support they are eligible to receive to support their learning
- 3.7 Understand the concept of labour markets
- 3.8 Are aware of opportunities within local, regional and national labour markets
- 3.9 Understand their rights and responsibilities at work
- 3.10 Feed back that they have had the information and advice that they have needed to make informed choices

Principle 4: Raises aspirations

- 4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work based training providers, universities, etc.)
- 4.2 Set challenging but realistic learning and work goals
- 4.3 Understand the benefits of economic independence
- 4.4 Have positive expectations of work
- 4.5 Understand the benefits of remaining in learning (including in further education, apprenticeships, other jobs with training)
- 4.6 Recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 Feedback that they are excited by, and committed to, further learning

Principle 5: Actively promotes equality of opportunity and challenges Stereotypes

- 5.1 Are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 Understand that stereotypical decision making can have financial implications
- 5.3 Consider learning and work options that are not generally associated with their school
- 5.4 Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socioeconomic background
- 5.5 Make successful transitions when they choose non-traditional opportunities
- 5.6 Feed back that they recognise, and reject, learning and work stereotypes

Principle 6: Helps young people to progress

- 6.1 Understand the relevance to their future lives of each part of the curriculum
- 6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 Understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 Can follow applications procedures and prepare for interviews
- 6.5 Understand that they are guaranteed an offer of a place in learning after Year 14, and know how to access this offer
- 6.6 Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 Understand the Common Application Process and are able to use it as required when applying for post-16 provision

Section 2 Policy Aims and Delivery

Section 2.1 Careers Delivery Staff/All School Training

For those delivering Careers education, information, advice and guidance. The Careers Co-ordinator will identify, train, supply, explain and provide materials for the delivery of Careers in Citizenship, Parents Mornings and other agreed situations. In-house training will be given to Careers delivery staff directly in relation to Careers sessions. The whole school staff will receive regular updates and information about Careers in line with the schools' Careers Education Framework. This will be delivered in inset days, twilight sessions or specifically negotiated or requested training sessions. Staff will be actively encouraged to attend relevant external Careers training events.

2.2 Careers Delivery

The Careers Coordinator will co-ordinate the Careers education, information, advice and guidance alongside the Citizenship Co-ordinator, Work Experience Coordinator Sixth Form Head of Department and any other members of staff that are tasked to do a Careers related activities.

The Careers Coordinator and Citizenship Co-ordinator will be responsible for allocating time given to Careers within the whole PSHE programme. All Careers delivery will be co-ordinated and communicated effectively to ensure the quality standards are at the highest levels.

2.3 Whole School Curriculum Development in relation to Careers

The school is continually striving to develop the whole school curriculum to offer a wide variety of academic and vocational courses that are fit for purpose and facilitate for every individual students' learning style and ability. Curriculum subject teachers will be required to develop and deliver Careers lessons that promote and links Careers to their subject area. This lesson will be submitted and assimilated into the Melland High Schools Careers Education Framework and School Improvement Plan (SIP).

2.4 KS 4 and Post 16 Options

In Year 9, students will be required to make decisions about subject option choice for study in years 10 and 11. An options booklet containing information about the subject offers and the process will be given to each student to take home. The school actively encourages parents/carers to play an important role in supporting their child in exploring career ideas before making option choice. Careers information sessions and 1 to 1 interviews are offered to students and their parent/carer/s to discuss the students' academic ability, personal skills and learning styles. Information, advice and guidance is provided throughout this process but ultimately the choice of subjects is the students, school try to facilitate this within the constraints of the timetables and availability.

Note: The school curriculum offer changes annually in line with the School Improvement Plan.

In Year 11 students will be required to make decisions about their post 16 options. They will be provided with information about the sixth form options at this school, along with impartial information advice and guidance on the learning pathways and options with other post 16 providers. Careers information sessions and 1 to 1 interviews are offered to students and their parent/carer/s to discuss.

2.5 Work Experience

Work experience opportunities will be identified by the School, and in consultation with pupils and their parents and carers. Opportunities for groups/individuals to access work experience will be made in targeted Careers sessions and by ongoing modification of the curriculum.

2.6 Transition support

The school will deliver information, advice and guidance on progression opportunities in relation to learning and work by inviting partners' colleges, training providers and others into school and arranging external visits. We will support with Key Stage 4 and post-16 subject choices on long term work and career options. *See 2.4 and 2.5*

Support will be provided to pupils prior to key transition times by the QA Careers Advisor, School staff, the Skills Company, statutory agencies and other partners. Procedures are in place for transition support for vulnerable young people and those with special educational needs and disabilities in line with Local Authority protocols. *See SEN Policy.*

School will track sustained participation of students for three years after leaving Melland High School (October to March). Destination information and reports are currently provided by LA (Transition) Service. Reports include information of positive destinations and those not in education, employment and Training (NEET), these reports will be consulted annually in the development of Melland High School's policy and delivery of Careers Education IAG to ensure provision meets the needs of all groups of students.

2.7 Parent/Carer Involvement

Parents and carers are made aware of Careers education guidance and related events and visits internal and external to the school, through parents/carer information mornings, open days, letter, school website. Parents/carers are invited to discuss their child's progress under the schools reporting system and through students 'School Planners'.

During Year 9 and Sixth Form options and Work Experience parents/carers are encouraged to support their child in decision making with schools' support.

Refer to 2.4 and 2.5.

At annual career events parents/carers will be asked to complete evaluation and feedback questionnaires. This information will be used by the Careers Coordinator to monitor Careers education and guidance and to update the Careers delivery plan.

2.8 Student Involvement

Students will be involved in a variety of career related activities as directed by the Careers Co-ordinator and other staff as appropriate. These activities may take place in form time, drop down days etc. A feedback or comment facility is currently under development and will be available on the schools website.

Students are encouraged to give feedback and complete evaluation sheets.

The School Student Leaders Group will be consulted on a variety of career related issues.

2.9 Partnership Working

Melland High School will work in partnership with One Education, the Skills Company, external

support teams for vulnerable young people and those with special educational needs and disabilities.

In Careers sessions we will ensure that students understand the full range of learning opportunities open to them within the school and elsewhere by working with local colleges and work based learning providers.

Employers and visitors will be invited and encouraged to be activity engaged in information giving and sharing of job roles, employer expectations and concept of Labour Market Information (LMI). Specialist organisations will be sought to deliver sessions within the Melland High School Careers Education Framework.

2.10 Whole School Approach

Copies of the school's policy document will be kept on the school computer P Drive and a hard copy is available on request.

A copy of the CEIAG curriculum delivery will be kept by Careers Co-ordinator an electronic version will be made available on school computer P Drive.

Information and changes are recorded and the policy document updated annually.

2.11 Monitoring, Review and Evaluation

This will mainly be achieved through the processes of recording students' achievement and post 19 destinations.

Completion of tasks, projects and work placements will be monitored by the appropriate/nominated staff.

An annual audit and review of Careers education and the guidance provided by staff in school will be undertaken by the Co-ordinator as a whole school task.