

Careers Policy



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1. INTRODUCTION

“Careers, Education, Information, Advice and Guidance” (CEIAG) refers to a range of activities and interventions that help young people to make the right choices regarding their future steps. This includes impartial advice and guidance at key transitional times for young people and access up to date information on careers and other issues affecting their wellbeing 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.

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, so that all of our pupils reach their full potential. It will link into other related policies to enhance the guidance process across the curriculum and pastoral areas, and will be used as a tool to develop school objectives and priorities on our path to excellence.

CEIAG should help pupils develop skills, attitudes and abilities, which will enable them to be effective in a variety of adult occupations and roles. Effective careers education information and guidance raises aspirations, enables pupils 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.

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 contribute alongside external agencies working in partnership. It encompasses all aspects of school life and staff who are involved in the personal, social and emotional wellbeing of the young person.

In 2014 the Gatsby report made a major contribution to our understanding of what constitutes “quality” in careers education, information, advice and guidance (CEIAG) in secondary schools in England. As a result, 8 benchmarks of good practice were drawn up that identify the elements of good careers guidance.

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

This policy reflects the school’s commitment to 8 benchmarks, and delivering the highest quality careers education.

The careers education programme at Almondbury Community School and in partnership with C&K Careers aims:

- To encourage all pupils 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 which will help them to make informed and realistic choices for their future.
- To enable pupils 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 succeeding in these new roles and situations.
 - To encourage understanding and experience of the world of work through work experience placements and enterprise activities.
- To promote equality of opportunity in respect to race, religion, gender, additional needs and disability.
- To develop pupils' capabilities and to understand their own needs and abilities.
 - To encourage pupils 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 pupils to implement their career plans, to review and evaluate in order to make improved decisions which manage the transition processes effectively.
- Provide access to a range of activities that inspire young people, including employer talks, careers focus, 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 pupils to apply their 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 (updated April 2017) places schools under a duty to secure access to independent careers guidance for their pupils in school years 8 – 13. 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 CDI Framework for Careers Employability and Enterprise (November 2015) to guide its provision.

2. EXPECTATION

In light of the current changes within the world of work, and the Raising of the Participation Age pupils 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/pupil 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 the advice services.

Help should:

- be quickly and easily available
- respect individual needs
- be confidential
- instill confidence in order to plan the next step
- be impartial so that all relevant options can be considered
- signpost the National Careers Service and local websites where appropriate Wherever possible, parents and carers will be informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, VLE/internet/e-mail and social media also allows current information to be given to parents.

School Improvement Plan

The yearly career plan/Service Delivery Agreement is put together in consultation with subject teachers, careers advisers and senior management. The focal areas are driven by the whole school improvement plan. These are then identified, within the department improvement plans alongside the focal points identified by the whole school priorities and through review and monitoring grades.

Cross-curricular links

These are made with appropriate departments and enhanced by LEAP strategy (Learn Engage Aspire Progress) activities. All pupils 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 SENCO to ensure that equal opportunities and inclusion are addressed. Careers activities and advice closely links to SEN policy. Learning support staff support identified pupils and suitable material is provided. The careers resource area also has appropriate, differentiated and personal material. The careers advisor is involved in reviews for SEN pupils across the age ranges.

3. KEY PERSONNEL

The careers education programme is delivered by school staff, C&K Careers advisors and appropriate external speakers (e.g. Employers, schools and colleges). Group work sessions are delivered and led by careers advisers with form tutors and year leaders in support where appropriate. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions. There are regular links with identified personnel to ensure individual needs are met. Key pastoral staff such as raising achievement leaders, year leaders, form tutors, support workers, behaviour team and Learning Support team feed in information to support the guidance process. Overall responsibility is given to the Careers Leader to ensure the CEIAG programme is updated and developed. The deputy headteacher has the overview and leads the CEIAG team and links to the identified careers governor.

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

4. RESOURCES

There is an annual allocation of money for Careers and Careers resources. The school ensures that 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 Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

Staffing and Staff Development

The Careers Leader attends year team 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 Careers Leader is responsible for annual review of CEIAG. Review and evaluation is carried out termly on an informal basis between the careers leader, the careers adviser and the deputy Headteacher in line with the service delivery agreement. The careers leader attends the year team meetings on a regular basis. Feedback from staff, pupils and year teams also helps in evaluating the CEIAG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEIAG programme. Departmental monitoring forms part of the whole school monitoring system, focusing on termly focal areas. Feedback from staff, pupils and the careers adviser helps to monitor any deficiencies.

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

BIBLIOGRAPHY

Websites and Publications:

- Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-careerguidance
- Statutory Guidance (revised April 2017)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf
- CDI Framework for Careers Employability and Enterprise Education
www.thecdi.net/New-Careers-Framework-2015
- Quality in Careers Standard www.qualityincareers.org.uk/
- The Career Development Institute – promoting excellence, professionalism and innovation in Careers Education and Guidance www.thecdi.net
- The website for professionals working in CEIAG www.cegnet.co.uk