

# **saltash.net Community School**

## **CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE - POLICY**

Approved by the Local Governor Committee at their meeting on 19<sup>th</sup> March 2018

# **CEIAG - Careers Education, Information, Advice & Guidance - Policy**

(Years 7-13 only, excluding those students in the Trematon ARB)

## **Rationale & Context**

The CEIAG programme in Years 7 – 13 makes a significant contribution to preparing our students for the opportunities and experiences of life. As adults, our students will need to be able to adapt to changing employment patterns so that they are able to operate in a climate of competition and be willing to develop new knowledge, transferable skills and competences throughout their working lives. They will need to be flexible self-starters, with multi-faceted skills, willing and able to participate in a world in which they find themselves 'in' and 'out' of work. An environment of continuing education and re-training is likely to be the norm and the notion of a 'lifelong' career will be more and more diminished. This is increasingly important as all pupils have to be in education or training until 18. The CEIAG programme enables our students to develop the skills, knowledge & attitudes to make effective choices specifically related to their decision-making and career planning and includes:

- raising self awareness;
- raising aspirations & achievement;
- challenging stereotypes;
- promoting equality of opportunity;
- developing research skills;
- understanding options;
- Making effective decisions & managing their transitions as learners & workers.

## **Principles**

The CEIAG programme operates under the following principles

- Individuality: the most appropriate outcome will differ for each student and there is no one 'best route'.
- Neutrality: we offer all options to students and give other post-16 providers equal access to our own students.

## **Objectives**

Through a planned, structured and progressive programme of learning, students will:

(a) Understand themselves and develop their capabilities through.....

- developing research skills;
- developing knowledge of sources of information & guidance;
- learning, & practising, personal presentation & communication skills;
- developing problem-solving skills;
- learning how to manage and sell their skills & qualities;
- developing the skills, values & attitudes to be self reliant, positive, optimistic, confident & assertive;
- developing and practising PLTS;
- having the personal motivation to work;
- learning how to be flexible & how to acquire new and 'sought after' skills;
- consideration of the benefits of different types of work.

(b) Investigate changing patterns of work and trends through.....

- learning about the demands of the workplace;
- an appreciation of the rewards & satisfaction that work can bring;
- developing knowledge about, and the requirements of, employers and educational institutions;
- learning about the rights of both employers & employees;
- acquiring the ability to realistically assess new employment trends and Labour Market Information;
- Developing the capacity to appreciate the benefits of a range of work & training opportunities.

(c) Implement career planning through.....

- learning self-management skills;
- developing realistic decision-making skills;
- having the ability to appreciate the benefits of a range of work opportunities;
- Developing the ability to use breaks in employment, leisure time, all forms of education & training as opportunities.

The CEIAG programme will also:

- enable students to understand the meaning & value of work to individuals, the community, the UK and the world as a whole;
- make clear that there are types of work other than paid employment which are intrinsically valuable;
- identify a range of experiences which may include employment, self-employment, volunteering, work in the home & work in the community;
- Involve working with a range of partners from the community including, CSW, local colleges, training providers and employers.

## **Delivery**

Careers in Year 7-11 is delivered via PD lessons which are fortnightly in Years 7-8, and weekly in Years 9-11. Careers related topics in each year group include

- Year 7: Introduction to Careers
- Year 8: The Real Game
- Year 9: Options
- Year 10: Work Experience
- Year 11: Post-16 Options & Careers Portfolio

Careers in the Sixth Form is delivered via dedicated Careers lessons which are weekly for the second two terms of Year 12 and the first term of Year 13. This programme is underpinned by a number of visiting speakers to the fortnightly General Studies sessions. Topics covered include

- Year 12 Spring Term: Overview of options; Careers Research Skills; Work Experience Application; Careers one-to-one interviews
- Year 12 Summer Term: Registering for UCAS; Personal Statements; Work Experience Preparation and Review
- Year 13 Autumn Term: Action Planning; Applications; Interview Skills

## **Outcomes**

By the end of the following key stages, all students will:

Key Stage 3	<ul style="list-style-type: none"><li>• have a greater awareness of themselves (their qualities, abilities, weaknesses &amp; limitations).</li><li>• know how &amp; where to access careers information &amp; guidance.</li><li>• be aware of the implications of KS4 choices.</li><li>• be able to explain &amp; understand the links between school &amp; the world of work.</li></ul>
Key Stage 4	<ul style="list-style-type: none"><li>• have chosen an appropriate education or training pathway by researching the necessary information, advice &amp; guidance.</li><li>• have participated in a week of work experience.</li><li>• have an increased awareness of post-16 (and post-18) options &amp; pathways, including Apprenticeships &amp; higher education.</li><li>• have a portfolio of career-related documents including a CV, a Personal Statement and a Statement of Key Skills.</li></ul>
Key Stage 5	<ul style="list-style-type: none"><li>• have an increased awareness of post-post-18, and where applicable post-HE, options &amp; pathways, including HE, Apprenticeships, Employment, Armed Forces, College and Gap Years.</li><li>• have built their CV and Personal Statement through study, volunteering, work experience, part-time work etc.</li><li>• have chosen and successfully applied for an appropriate pathway by researching the necessary information, advice &amp; guidance.</li><li>• have participated in a further week of work experience.</li></ul>

## **Equal Opportunities**

- All students have an entitlement to CEIAG regardless of race, gender, religion, ability (including SEN and G&T), disability, background & sexual orientation.
- All students have equal access to accurate, current, impartial & independent information, advice & guidance, free from bias and stereotyping.

- Students' personal needs and aspirations are the most important factor in any activity and will be treated with respect.
- The programme will continue to reflect the changing nature of occupational patterns & trends.
- All students have access to a range of resources (including web-based) which match individual need.
- The CEIAG programme helps students to understand the importance of equal opportunities in working life.
- The CEIAG programme aims to challenge stereotyping & demonstrates how to deal with prejudice & discrimination of all types.

## **Most Able**

Most Able students at saltash.net benefit from additional support to encourage high aspirations, including entry to the professions and 'top' universities including Oxbridge. Such provision includes:

- A special options session for Year 9s focusing on pathways to top jobs and universities, and introducing the idea of career planning and CV building.
- A new addition to the most able section of the website which includes guidance for each year group, job profiles and key dates.
- Additional support offered for applicants to the Russell group, Oxbridge, medicine, veterinary etc including taster trips in Key Stage 4, and tailored interview and application support in Key Stage 5.

## **Teaching & Learning**

A variety of teaching & learning styles will be employed. There are opportunities for individual research, group activities, discussion, personal writing, self-presentation, DVDs, speakers, visits and extensive use of technology.

Differentiation is provided through the variety of resources used, student tasks, including extension activities, and through targeted support to individuals and small groups of students. Action-planning takes place at some stage in each of years 7 to 13.

## **Assessment**

There is at least one assessed task in the CEIAG programme for each of years 7-12 eg

Year 7	A personal timeline.
Year 8	Personal writing, 'A Day In My Life', as part of The Real Game.
Year 9	Personal or group research task relating to KS4 choices.
Year 10	Work Experience Portfolio, including the student logbook.
Year 11	Career Portfolio, including a Personal Statement & CV.
Year 12	Pre Careers one-to-one research task

## **Partnerships – Who is involved?**

- Within school – Head of Careers, Head of 6<sup>th</sup> Form, PD teachers, form tutors, Heads of Year, teachers, Work Experience Co-ordinator, Most Able Co-ordinators, SENCo, school counsellor, KS4 and KS5 Learning Mentors & Intervention Officer, Careers South West PAs.
- At home – parents, carers, siblings, etc.
- Agencies – Social Services, EWOs, YOT, etc.
- Education/training providers – colleges, universities, employers, UCAS, Armed Forces, etc.
- Future First, the alumni organisation

## **Monitoring & Evaluation**

The CEIAG policy is regularly monitored & evaluated through a variety of techniques to ensure:

- its relevance to students' needs;
- effective links to (PD) department, Sixth Form & whole-school improvement plans;
- effective response to change, both locally & nationally, and to education and employment trends;
- effective links to our Partnership Agreement with Careers South West;
- effective links with local businesses, industry, educational establishments & training providers;
- That parents are kept informed of the opportunities, events & information relevant to their son/daughter(s).

Monitoring includes: learning walks and lesson observations, analysis of annual destinations information, CSW surveys, internal student surveys & questionnaires, work sampling of Year 10 & 11 work, in particular, (Work Experience & Career Portfolios), contact with parents, etc.

Emma Gue, Head of PD (Careers responsibility for Years 7-11)

Adam Killeya, Head of Sixth Form (Careers responsibility for Years 12-13)

**Next policy review: 2022**

March 2018