

CAREERS EDUCATION AND GUIDANCE POLICY

Last update: January 2011

Introduction

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. Careers education is delivered within programmes of Personal, Social, Health and Economic Education (PSHEE). It is also embedded within the wider curriculum, particularly with aspects of work-related learning at Key Stage 4.

Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress. Effective, personalised IAG enhances and complements careers education.

Recently published research has concluded that Careers Education combined with effective information, advice and guidance is critical to young people's educational career in:

- avoiding disengagement during Key Stage 3
- choosing KS4 options
- helping to avoid underachievement or disengagement during Key Stage 4
- choosing post-16 destinations.

Aims of Careers Education

The aims of good quality, impartial careers education may be summarised as follows:

- To empower students to plan and manage their own futures
- To respond to the needs of each pupil and student
- To provide comprehensive information and advice
- To raise aspirations
- To actively promote equality of opportunity and to challenge stereotypes
- To support the progress of students

These aims are supported as follows:

1. To empower students to plan and manage their own futures

Students will:

- 1.1 be able to investigate opportunities for learning and work on their own
- 1.2 be 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
- 1.5 be able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances

2. To respond to the needs of each pupil and student

Students will:

- 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 influence the design and delivery of careers education/information and advice services

3. To provide comprehensive information and advice

Students will:

- 3.1 understand the opportunities afforded by, and are provided with easy access to a wide range of information sources such as the Connexions Service and the Area Wide Prospectus:
- 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 understand the work opportunities and rewards afforded by each course/pathway
- 3.4 understand the opportunities afforded by self-employment
- 3.5 know how to access information about community and voluntary opportunities
- 3.6 understand, and are able to claim, the financial support that they are eligible to receive to support their learning at school and beyond
- 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

4. To raise aspirations

Students will:

- 4.1 be 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 and higher education)
- 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

5. To actively promote equality of opportunity and to challenge stereotypes

Students will:

- 5.1 be 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

6. To support the progress of students

Students will:

- 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 be able to follow applications procedures and to prepare for interviews
- 6.5 understand that they are guaranteed an offer of a place in learning after Year 11 and Year 12, 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
- 6.8 progress smoothly into further education/training or employment after leaving school
- 6.9 feed back, after leaving school, that they are satisfied with the decisions that they have made.

1 Learning Outcomes

By the end of the following Key Stages, students will:

KS3	<ul style="list-style-type: none">❑ Develop greater awareness of themselves (achievements, qualities, aptitudes and abilities). Use these things to create a positive self image.❑ Use the Careers Centre to seek information of particular interest.❑ Recognise stereotyped and misrepresented images of people.❑ Be aware of the implication of thoughtful choices for GCSE options.
KS4	<ul style="list-style-type: none">❑ Assess and develop their occupational interests, employability skills and work values.❑ Choose and use an appropriate work experience to clarify career thinking and to find out opportunities.❑ Develop a greater understanding of the responsibilities, experiences, problems and situations of the world of work.❑ Research, plan and make decisions and transitions relating to their post 16 options and enhance their own presentation and self marketing skills.
KS5	<ul style="list-style-type: none">❑ Take greater responsibility for marketing their careers.❑ Use a variety of strategies including personal profiling, self coaching etc. to strengthen their motivation and to focus on achievement. Use own insights.❑ Improve their own chances by seeking relevant work experience, creating opportunities and building a network of useful contacts.❑ Regularly investigate opportunities and become discerning users of guidance, use an effective decision making strategy.❑ Skilfully handle the application process and prepare for next transition.

2 Delivery

Careers Education and Guidance forms a significant part of Personal, Social and Health Education as well as an integral part of the whole school curriculum.

At KS3 delivery is through PSHEE and aspects of all subjects which are work related. Where needed, Careers Education calls upon selected appropriately trained staff and tutors.

At KS4 the nature of the study is more concentrated and focused. Specialist staff present the scheme of work, prepared by the Head of Careers. There are a number of events and outside agencies called upon to ensure these aims are met.

KS5 has special areas dealing with UCAS applications and HE decisions as well as talks by outside speakers and selected, appropriate special events. The Head of Sixth form assumes this responsibility.

The Head of Careers is responsible for the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4 and for the administration of work experience.

The department assists in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Senior Managers, Heads of Year, tutors, parents, Connexions Personal Adviser and the inclusion unit manager.

The Connexions personal adviser is available for confidential guidance.

The Head of Careers liaises with pupils, the Connexions Personal Adviser, tutors, parents and governors to enhance and facilitate delivery within the constraints of time and resources. Staff professional development opportunities in this field are available to all. CIAG is very much a whole

school activity – every member of staff, when approached, should respond with appropriate guidance and support.

The school will, as far as possible, hold a careers convention every two years to which local employers and further education providers will be invited. The audience for this convention will be pupils from Years 9 to 13.

Links with local and national employers and their organisations will be pursued in order to enhance the careers information, advice and guidance which is available to the students.

3 Resources

The Careers Centre, situated adjacent to the main school library, provides a wide range of relevant, popular and accessible resources. These include a number of PCs with internet access and dedicated careers software, including Higher Education access, books, magazines, Connexions photocopiable resources, a range of audio visual resources and all local college prospectuses.

4 Evaluation

The Careers department prides itself on having achieved and maintained the Investor in Student Careers award. A group of enthusiastic careers colleagues sit regularly to review and evaluate the progress of the work being carried out.

Ref: Statutory Guidance – Impartial Careers Education, DCSF October 2009

Discussed by Governors' Curriculum Committee – 19 January 2011

Approved by full governing body – 9 March 2011

Next review: Spring 2013