

CAREERS EDUCATION AND GUIDANCE POLICY



1 STATEMENT OF PRINCIPLE

We believe that a well structured and highly effective programme of Careers and Education Guidance will play a key role in contributing to how the Academy prepares its young people for the opportunities, responsibilities and experiences of adult life. It is one element of our emphasis on personalised learning. By working in partnership with external agencies, we will provide accurate and focused careers information, advice and guidance tailored to individual needs and thereby ensuring that our students will be able to make informed choices about their career pathways.

2 AIMS OF CAREERS EDUCATION AND GUIDANCE (CEG) IN THE ACADEMY

Our key aim is to ensure that students begin to develop a real understanding, even at an early age, of careers and work related information that develops their sense of enquiry not only about careers and higher/further education but also about their individual skills and aptitudes. From KS4, CEG is encapsulated in an Individual Education Plan for each student and this will act as a guide to focusing students for life after the Academy in terms of education choices, career decisions and life planning. Our overarching aims for CEG are to work with external agencies, such as Careers service in order to:

- Make clear to students how their behaviour, attendance and learning skills are inherently linked to their careers prospects and future prosperity;
- contribute to strategies for raising achievement, especially by increasing motivation;
- encourage students to become reflective learners who are self aware of their strengths, skills and attributes and how these link to career and life planning;
- encourage participation in continued and wider learning outside of the school environment;
- develop oracy and employability skills in line with our Oracy and Enterprise specialism;
- reduce drop out from education and training and thereby ensuring that the Academy contributes to reducing the numbers of students who are not in education, training or employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing.

3 OBJECTIVES

3.1 For students

- Take responsibility for their own attitude to learning, including pushing themselves to achieve their goals behaviour, attendance, punctuality and attitude to learning in order to support them in which acts a key platform for success as an adult in the workplace;
- Develop an invaluable set of life and employability skills essential for a successful career in the 21st century;
- Develop an awareness of their individual strengths, weaknesses, skills and aptitudes and how these link to possible careers, future education and training
- Ensure that they are well briefed on careers and work related learning so they can make informed choices about their future lives;

3.2 For Parents and Carers

- To be fully involved by supporting the Academy in its development of the CEG curriculum. Parents will be expected to take an active part in the CEG delivery whether it be through home based discussions, actively working with students on career planning tasks and even working with the Academy though providing local support in the form of guest speakers.

3.3 For Teachers and Staff

- Deliver the CEG unit as organized by the teacher in charge of careers ensuring that they deliver the units in a motivating and stimulating way that encourages their tutees to develop their awareness and to explore their career development and career management;
- To act as role models, in order to allow students to develop their attitudes that will act as the foundation stones for motivating themselves to become lifelong learners.

3.4 For Assistant Principals

- To ensure that schemes of work are audited and reviewed to develop opportunities for career based activities.
- To monitor, evaluate and review the work of the tutees in their subject area in delivering the careers programme as part of the PHSEE curriculum and in line with Academy MER policy;
- To ensure that appropriate Science links are made where appropriate to facilitate work related learning and employer engagement in the enterprise process;

- To include development of CEG in subject improvement planning, for example, as part of WRL within an enterprise contracted unit of work.

3.5 For Head of Academy in charge of careers across the Academy

- To ensure that the CEG curriculum is planned effectively with clear learning outcomes and progression for all year groups in the Academy, in particular meeting the statutory requirements at KS4;
- To ensure that the careers map for the Academy is in place showing coverage of the three main areas (career exploration, self development and career management, see Appendix Two);
- To develop all aspects of careers planning including the medium term, short term plans and resources for CEG as planned for the PSHE curriculum for 14-19.
- To liaise with the Alternative Provision/Work Experience Coordinator and external agencies such as Careers service in providing effective CEG to targeted students as agreed within the Careers Service Partnership Agreement;
- To liaise as required with employers/industry in supporting the Academy in planning Science links and developing careers provision, for example, organizing a Careers convention;
- To co-ordinate the Aim Higher initiatives in order to raise awareness of further/higher education and to inspire students to think about the next steps in their education.

3.6 For the Academy Leadership Team

- To ensure that there is adequate provision for CEG both through the subject curriculum on offer and PSHEE;
- To monitor the all staff in the delivery of careers, education and any related guidance.
- To be responsible for ensuring that there are clear and tangible links between Oracy, Enterprise and CEG so that students, teachers and external agencies understand how these are intrinsically linked.

3.6 For the Governors

- To be fully involved in supporting the Academy in its development of highly effective CEG. This could be in the form of governor (employer) support, guest speakers and project delivery so they act as role models and can talk to students;
- To annually review and agree the CEG policy.

4 CURRICULUM ORGANISATION

Year 11 and year 12 will benefit from targeted CEG as part of their PSHE provision and this is detailed in Appendix 1. This provision will effectively target the learning outcomes of the National Framework for Careers Education and Guidance and will be carefully audited to show progression across all Key Stages. As well as the formal PSHEE curriculum offer, CEG will also be covered through the following areas:

14 - 19
<ul style="list-style-type: none">• The process of preparation of work experience, completion of the placement and debriefing;• Enterprise days• Alternative Provision Activities/projects such as Duke of Edinburgh.• Post-16 choices and advice;• Careers service guidance/input;• Careers Day;• Work Placements with a specific focus on the course being taken.

All courses and work-related learning activities will maximise the use of the state-of-the-art ICT facilities within the Academy, for example, independent careers research as well as innovative teaching and learning of CEG.

5 APPROACHING CAREERS, EDUCATION AND GUIDANCE

i TEACHING AND LEARNING OF CEG

The Academy has established a careers entitlement programme for each year group. The Teacher in charge of careers has overall responsibility for ensuring that the highest quality materials and resources are available to tutors in delivering the programme to their tutees. Enterprise Contracted Units will closely dovetail with the career programme as work related learning/enterprise is closely linked with careers. These units will have explicit learning outcomes that will relate to enterprise, careers and work related learning.

The units of work that will be created for PSHEE delivery will meet the needs of all students. The resources will be differentiated and appropriate to each student's stage of career learning, planning and development.

ii SCHEMES OF WORK

Subject areas will be "contracted" to deliver aspects of Oracy, Enterprise and work related learning in their own subject areas. Aspire are expected to audit their schemes of work and find all possible avenues for developing an enterprising approach and to embed work related learning. This has clear links to CEG in particular to self development in exploring areas such as teamwork and research skills.

iii ASSESSMENT

Tutors will be expected to assess the careers programme as part of their PSHE delivery. Tutors will need to ensure that they closely follow the lesson plan guidance and assessment outline in the delivery of the materials and give careful feedback to students, for example, in CV preparation, application form feedback and so on.

Industry representatives will also be involved in this process as required, for example, communication mentors and mock interviews.

iv CAREERS SERVICE

The Careers Service Partnership Agreement states the number of days entitlement that the Academy has in accessing specialised and general personal advisor support. An action plan for the use of Careers service support will be agreed with the School's Leadership Team and this will be overseen by the Head of Academy.

v RESOURCES

Careers information will be readily available for individual students to use. The Careers Area will be held in the Library for students. The teacher in charge of careers will ensure that the resources are up-to-date and relevant to the needs of our students.

A budget is overseen by the Academy Principal who will liaise with staff on its expenditure. This is utilised in order to achieve the actions that are detailed in the CEG Improvement Plan. Ensuring value for money will link to the MER procedures for CEG.

6 MONITORING EVALUATION AND REVIEW

Monitoring the development of CEG across the Academy is the responsibility of the Academy Leadership Team and will be co-ordinated by the designated Teacher in charge of careers. The Careers Education and Guidance Improvement Plan will be developed and updated on an annual basis and will drive the work of CEG in any one particular year. The Teacher in charge of careers will be accountable for the effective delivery and progress made in steering through the Improvement Plans and ensuring that the vision for CEG at the Academy is achieved. Feedback on the quality of CEG provision will be gathered from a variety of stakeholders including: external agencies. Under the terms of our Careers service Partnership Agreement we will also evaluate the success of the activities that were initiated through the Agreement and feed the evaluation into the next year's Partnership Agreement.

Hence, there will be a wide and rich variety of evidence to document and support the development of a highly stimulating CEG programme across the Academy.

**Reviewed July 2015 by Mrs U. Divakaran
Next Review July 2016 by Mrs U. Divakaran**