



CAREERS (CEIAG) POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	Jul 2018
Next Review Due	Jul 2019
Agreed with Teacher Trade Unions and Professional Associations	n/a

Rationale for careers education, information, advice & guidance (CEIAG)

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Welland Park Academy endeavours to follow the National Framework for CEG, the Young People's IAG Standards, the statement of careers education principles and other relevant guidance that appears from time to time.

The policy for CEIAG supports and is itself underpinned by a range of key school policies and strategies especially those for teaching and learning, assessment, recording and reporting achievement, Citizenship which also contains Personal, Social, Health Education, equal opportunities and diversity, more able, Aim Higher, Children in Care and special needs.

Commitment

Welland Park Academy is committed to providing a planned programme of careers education and information advice and guidance (CEIAG) for all students in Years 7-11, in partnership with the local Careers Services, Businesses, employers and FE/HE organisations.

Welland Park Academy is committed to maintaining the Careers Mark award.

We have employed our own careers advisor to support our students.

Aims and Objectives

Welland Park Academy's careers programme aims to:

- Encourage students to be ambitious and explore their career aspirations throughout their life at school.
- To prepare students for their next step in their learning/career future.

Welland Park Academy follows the principles of the Gatsby Benchmarks. (as recommended by Careers strategy: making the most of everyone's skills and talents. December 2017)

The objectives for the careers programme are as follow:

- Helping students to understand the changing world of work
- Supporting positive transition at the ages of 11 and 16.
- Enabling students to develop the research skills to find out about opportunities.
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Contributing to strategies for raising achievement, particularly by increasing self-esteem and motivation.

Entitlement

Student entitlement

Students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation, with their focus on self-development: learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- The support they need to make the right choices in Y9 and Y11
- Access up-to-date and unbiased information on future learning and training, careers and labour information
- Support to develop the self-awareness and career management skills needed for their future
- Careers lessons and assemblies from Y7-11 covering options after school, the world of work, the job market and the skills they will need for the future.
- At least five meaningful encounters with representatives from the world of work: this could be through work experience, assemblies, career talks, interview days, projects and visits.
- To hear a range of education and training providers, including colleges, universities, and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school.
- The opportunity to talk through their careers and educational choices with staff including tutors and career team.
- Access a one to one guidance with a trained careers advisor. A meeting with an independent adviser can also be requested. This will include a written action plan.
- Parents and carers to be informed of their progress, which will help them, support students career planning and decision-making. Parents can attend career meetings, by prior arrangement.
- To be asked their views about the service they received to ensure that it continues to meet the needs of the students.

Parental involvement

The school is keen to encourage parent involvement in the careers programme, so they can support the young people in their decisions.

Events for Parents and carers

Parents are invited into school each year to discuss their son/daughter's progress, on parent evenings. A representative from the careers team is available to speak to parents on these evenings.

In addition, specialist events for parents include, Y9 options, Careers fair (post 16) and a GCSE evening.

Parents and carers are kept up to date with careers events and activities via letters and texts home, newsletters, the school website and social media. Parents/carers are welcome to attend career meetings, by prior arrangement and in some cases, they will be asked to attend. They are also able to make contact with the careers team at school should they have any questions or concerns.

Implementation

Management

The careers advisor co-ordinates Y10 & Y11 careers programme along with the Head of Citizenship, who coordinates the delivery of careers through the citizenship programme of study. Any Advisory Services (for the students at risk) supported by Prospects/LEBC/LA are managed by a member of the senior leadership team, Progress leaders or SENCO.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the Careers Advisor / Head of Citizenship. The school also contracts an independent Careers advisor to offer guidance for those who require further help.

CEIAG is taught in a discrete lesson (citizenship), enrichment days and assemblies. Information is available in the Careers section in the learning Hub (which is maintained by the school and the Careers Advisor) and online via the school website.

Curriculum

The content of the taught education programme is based around the learning outcomes outlined in the CDI Careers Framework.

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and options open to them
- Develop their self-awareness
- Hear from talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parent evening events, meeting with senior staff at school and the option of a careers meeting.

By the end of Y11, all students will have the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Have the opportunity to experience at least one week work experience
- Be interviewed by someone from the world of work
- Have the opportunity to experience a taster day in a sixth form or college setting
- Learn about different post 16 pathways
- Use a range of sources of information to explore post 16 options
- Attend events in and out of school where they can speak to employers, colleges, training providers and universities.
- Post 16 applications: personal statement, support through UCAS Progress
- Apply to post 16 options and have a back-up plan, as necessary
- Continue to develop the skills needed for successful transition
- Have at least one to one meeting with a careers advisor

Assessment & accreditation

Effective assessment of learning is dependent on the identification of SMART learning outcomes. All lesson plans include SMART learning outcomes which are used to assess learning. See assessment policy.

Career Advisor interviews – the Careers Advisor is in a strong position to assess student career learning. The Careers Advisor regularly reports back to Progress leaders and Head of Citizenship regarding the career planning and transition needs of individuals.

Referrals

The referral procedure works as follows:

- Progress managers, form tutors or SENCO identify students who would benefit from early intervention, for example students with a lack of direction, or lack of motivation; students with SEND; certain pupils receiving pupil premium funding; or those who have the potential to become NEET.

For those students identified, further interventions are arranged as appropriate for each student.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the career advisor, form tutor, pastoral manager or progress leaders. Students are aware of the career advisor through assemblies and form tutors. The Careers advisor will record action plans and a copy will be given to the student/parent.

Careers information

Careers information is available through the careers library in the learning hub, displays and form notice boards or cascaded via form tutors or through group assemblies. Online resources are also available.

Partnerships/External providers

Welland Park Academy works with the LEBC and Prospects to deliver the Careers programme. A range of external providers are invited into school to support the careers programme. These include local post 16 providers – schools and colleges, universities, training providers, apprenticeship organisations, employers.

Monitoring, review & evaluation

When monitoring the success of the Careers programme the school considers formal and informal measures, qualitative and quantitative data.

- The Principal, the Head of Citizenship, Assistant Principal (pastoral) and the Career Adviser formally review the partnership/contract agreement annually. Termly reviews ensure that both parties are meeting their commitments.
- Parents are welcome to give feedback on any aspect of the careers education and guidance programme to the Head of Citizenship and Careers Adviser.
- Systematic planned evaluation takes place on a rolling basis. This involves all parties and builds on assessment of learning as detailed above.
- The policy for CEIAG is reviewed annually. The review involves all stakeholders including: school staff (including the SENCO, Progress managers, and Assistant Principal with responsibility for pastoral care).

The quality of the Careers programme is assessed by Career Mark standards. Welland Park Academy is committed to maintaining the Quality Careers Standard – Career Mark.

References

- The Gatsby Benchmarks
- www.gatsby.org.uk/education/focus-areas/good-career-guidance
- Careers strategy: making the most of everyone's skills and talents (December 2017)
- The Careers Development Institute Careers Framework 2015
- DfES Nation Framework for Careers Education and Guidance 11-19, 2003
- Non – statutory framework for Personal Social and Health Education, 2007
- Statutory framework for Citizenship, 2007
- The Children Act "Every Child Matters" (ECM)
- Secondary Strategy 2007
- Statutory Guidance: Impartial Careers 2009/2013
- ACEG Framework for Careers and Work Related Education 2012
- Education Act 2012

