



Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning (WRL) Policy

Introduction

Rationale for CEIAG

A young person's career is defined by the progress they make in learning and work. All our young people will benefit from a planned programme of activities that will help them to choose the 11-19 pathways that are right for them, to be able to manage their own careers and to aspire to lifelong career wellbeing and happiness. We recognise that all schools have a statutory duty to provide impartial careers education in Years 7-11 (1997 Act, 2003 Regulations, 2008 Act, 2009 Statutory Guidance) and to give students access to careers information and guidance (1997 Act). Additionally, the Apprenticeships, Skills, Children and Learning Act 2009 requires schools to ensure that their programme of careers education includes information on 16-18 education or training options including apprenticeships.

Commitment

Sackville School is committed to providing a planned programme of impartial careers education, information, advice and guidance (CEIAG) and Work Related Learning (WRL) for all students in Years 7-13, in partnership with outside organisations and professionals.

Sackville School is guided by the principles of impartial careers education and the associated statutory guidance including the Careers Education Framework 7-19 (DCSF, 2009, 2010) and the Equalities Duties as they apply to CEIAG/WRL (Equality Act, 2010). We will also be guided by relevant initiatives and advice from the Department of Education and other authorities that appear from time to time.

Development

This policy was developed and is reviewed annually in discussion with teaching staff; careers adviser(s), students, parents, governors, advisory staff and other external partners.

Links with other policies

The policy for CEIAG/WRL & WRL supports and is itself underpinned by the school's annual development plan and a range of key policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, enterprise, financial capability, equal opportunities and diversity, gifted and talented, looked after children and special needs/LDD.

Objectives

Students' needs

The careers programme is designed to meet the needs of students at Sackville. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Entitlement

Students are entitled to CEIAG/WRL which meets professional and ethical standards of practice and which is person-centred, impartial and confidential. Sackville's CEIAG/WRL programme is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme should raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity.

Implementation

Leadership

The Headteacher and Governors have overall responsibility for CEIAG/WRL provision.

The Deputy Headteacher (Student Provision) is a senior leader at Sackville who oversees the work of the Futures Leader and the administrator.

The Futures Leader's role is far reaching and requires specific knowledge, the ability to liaise with members of staff of all levels, parents and organisations and people outside of the School.

It also requires many attributes and abilities such as:

- Ability to keep up to date with CEIAG/WRL policy at national level
- The ability to tailor the curriculum to the needs of the current cohorts
- The management of teams such as tutor or subject team
- The oversight of the provision for information relevant to WRL and career progression
- The oversight of the work of the School's designated careers coach.

Staffing

All staff contribute to CEIAG/WRL through their roles as tutors and subject teachers. Specialist sessions are delivered by the personal development/PSHE Education team. The CEIAG/WRL programme is planned, monitored and evaluated by the Futures Leader and facilitated by the careers administrator.

Curriculum

The careers programme includes:

- careers education activities (careers lessons, assemblies, careers learning embedded in subjects)
- careers IAG activities (group work and individual interviews)
- information and research activities
- trips/visits to fairs, events or establishments.
- hosting of events, speakers and fairs

Partnerships

An annual Partnership Agreement is negotiated between Imberhorne School and Sackville where it is taken in turns to host a careers' fair. Links with businesses and other organisations including colleges & universities have been established and they form a foundation for careers events such as the Meet The Professionals evening and the Careers Convention.

Monitoring, review and evaluation

The Futures Leader and the supporting senior leader using the local quality standards for CEIAG/WRL and Gatsby benchmarks review the programme annually to identify areas for improvement. Students are involved in the planning, delivery and evaluation of activities through various methods.

Programme Aims and Outcomes

Aims

- To enable all students to develop the self knowledge and skills that they need to take charge of their personal and career development
- To be an integral part of the subject curriculum
- To contribute to wider school action to raise aspirations, improve motivation, develop key employability skills and illustrate the relevance of subject studies in future life.
- To promote equal opportunities and to challenge stereotypical thinking and attitudes
- To help students overcome any overt and hidden barriers to progress that they may encounter
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and that all career decisions involve making choices about learning and lifestyles
- To ensure that students (and their parents/carers) receive independent and appropriate information and guidance, especially at key decision and transition points.

Outcomes

Key Stage 3: By the end of this key stage, all students will have:

- a better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations)
- have an awareness of employment rights and responsibilities
- used the LRC Careers section and/or the programmes and activities provided
- used the school's online support to research information about opportunities,
- received appropriate advice and guidance on post-14 choices

Key Stage 4: By the end of this key stage, all students will have:

- enhanced their self knowledge, career management and other employability skills

- used the LRC Careers section, online support and other resources to investigate future choices and explore alternative routes to their goals
- accessed advice, guidance and support to help them firm up their choices and think about the implications
- chosen and applied for an appropriate opportunity and, if necessary, financial support
- made a back-up plan in case things go better or worse than expected

16-19: By the end of this phase, all students will have:

- extended their self knowledge, career exploration, career management, key and other employability skills
- developed their career capital (e.g. with work experience, voluntary work)
- devised a set of personal criteria to help them identify appropriate routes to their goals
- researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity and, if necessary, financial support
- made a back-up plan in case things go better or worse than expected