



Careers Education Information Advice and Guidance

Policy



2017-18

Governor Link: Carole White



POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) at St Robert of Newminster Catholic School and Sixth Form College

Dated June 2016

Philosophy

At St Robert of Newminster School our Careers Education, Information, Advice and Guidance (CEIAG) programme is an integral part of the preparation of pupils for the opportunities and experiences of adult life. Its central concern is equipping pupils to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of society.

Rationale for CEIAG

All young people need a planned programme of activities to help them choose a 11-19 pathway that is right for them. Our CEIAG programme should enable pupils to:

- Be more self aware about their own skills, aptitudes, values, aspirations and potential
- Have a better understanding of education, training and future career opportunities.
- Make informed choices about their own continuing education, training and future career paths
- Develop career management skills of self reliance, adaptability, flexibility, decision making and problem solving

Commitment

St Robert of Newminster School is committed to providing a planned programme of CEIAG for all students in years 8-13. Our school endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2009) and other relevant guidance. The school is working towards a quality award through the Inspiring IAG Programme.

Links with other policies

It is underpinned by the school's ongoing policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work related learning, equal opportunities, health and safety, and special needs linking with the whole school development plan.

Student Needs

The Careers Programme is designed to meet the needs of the students at St Roberts. It is differentiated to ensure progression through activities that are appropriate to student's stages of career learning and development. The programme is accessible by all.

Entitlement

The Careers programme is designed to meet the needs of all students at St Robert of Newminster School regardless of race, gender, disability, sexual orientation and religion. It will be tailored as required to meet the needs of any individual with any disabilities to be totally inclusive. Students are entitled to CEIAG that is impartial and is available within school. It will cover the needs of both groups and individuals.

It is intended that pupils should be able to:-

THROUGH CEIAG:

- (a) Understand the importance of effective decision making when considering career pathways and the need to reach such decisions in a logical way. The process, as much as the resulting decisions, should be clearly understood, to allow the students to be independent in the future.
- (b) Students should be able to access their strengths, weaknesses, preferences and limitations and to relate these to the choice of career.
- (c) Appreciate the range of occupational choices that are available to them.
- (d) Appreciate the qualities that are of interest to employers.



- (e) Understand labour market information (LMI), both nationally and locally and how continuing changes take place by the introduction of technological innovations, self-employment etc.
- (f) Assess the effect of occupation on lifestyle.
- (g) Identify what gives job satisfaction and what causes the reverse.
- (h) Acquire full and up to date information about the careers he or she is interested in.
- (i) Have the opportunity to take part positively in an agreed period of Work Experience.
- (j) Understand the educational pathways that are available at KS4+
- (k) Understand the educational opportunities at 16+ locally.
- (l) Understand the educational opportunities at 18+ locally and nationally.
- (m) Understand the various academic and vocational qualifications, their limitations, and suitability to career choice.
- (n) Appreciate the changing patterns of vocational training and entry to work through, for example, Modern Apprenticeships.
- (o) Appreciate the increasing need for employee mobility and the need for adaptability at a time when employees can expect to retrain several times in their working lives.
- (p) Recognise and research the sources of job vacancies and how to evaluate these.
- (q) Be able to know how to make a good application for a job or training and to conduct himself or herself well at interview.
- (r) Understand the important role of the Connexions Service both in and beyond school.
- (s) Be aware of the financial demands of National Insurance, Income Tax, etc.
- (t) Understand the discipline which will be required by employers.
- (u) Be aware of Health and Safety procedures relating to a working environment.
- (v) Identify examples of sexual stereotyping and understand what equal opportunities are.
- (w) Identify all areas of possible discrimination in the workplace.
- (x) Be aware of the work of Trade Unions.
- (y) Appreciate some of the difficulties of unemployment and to be aware of agencies and strategies that may help to alleviate some of these.

WHILST DEVELOPING SKILLS

In relation to CEIAG the pupils should be able to:

- (a) Appreciate the need for a choice of option subjects and the value of a broad and balanced choice versus vocational choice.
- (b) Understand the common core of subjects and transferable skills appropriate to all pupils and adults.
- (c) Investigate the subject requirements for careers of particular interest.
- (d) Have an effective command of language, both written and verbal.
- (e) Understand the format and techniques of writing different types of letter and completing application forms
- (f) Participate in discussion and express ideas clearly and respectfully to another person, either face to face or over the telephone e.g. interviews
- (g) Follow uncomplicated instructions both written and verbal.
- (h) Extract information from a written or spoken text and utilise that information in a report or in answer to a problem
- (i) Relate satisfactorily to other people both peers and adults.
- (j) Apply basic arithmetical operations to everyday problems.
- (k) Recognise the value of cooperation and consideration in a group situation and act accordingly.
- (l) Be concerned about personal appearance and understand its implications.
- (m) Recognise the importance of punctuality and good attendance and act accordingly.
- (n) Appreciate the benefits of responsibility and reliability and seek to cultivate these.
- (o) Understand the importance of involving themselves in extra-curricular activities in and out of school.



- (P) Appreciate the skill of managing their time effectively.
 (q) Understand how revising thoroughly and showing the ability and knowledge that they have will be beneficial to them.
 (r) Be able to understand the importance of Key Skills in general.

Implementation

The School adopts the following approaches to the delivery of CEIAG

- As part of a separately time-tabled PSHE programme, delivered to each year group throughout the academic year.
- Through off time-table specific events.
- Through delivery within assemblies.
- Through cross curricular work within all school departments.
- In partnership with Sunderland Connexions, local employers and other outside agencies
- The Work Related Learning coordinator plans and supports the delivery of a careers programme in consultation with the Lead Progress Tutors for Key Stages 3,4 and 5..

- Careers information is provided in the Main School Library and is maintained by the Work Related Learning Coordinator, along with Connexions and School Librarian.
- Careers lessons are part of the PSHE programme. Other focused events e.g. a careers fair are provided in the spring term. Work experience preparation and follow-up lessons take place within PSHE lessons and other appropriate parts of the curriculum.
- Software packages such as U-Explore, are used during PSHE lessons and are available to all students and parents in school and at home.

Resources

Funding is allocated in the annual budget planning in the context of whole school priorities. Connexions currently provide a offer to the school on an annual basis. The school often buys in additional support for key parents evenings / option evenings and some sixth form events.

Partnerships

An annual Partnership Agreement is negotiated between St Roberts School and Sunderland Connexions which identifies the contributions to the programme that each will make.

Staff Development

Staff training needs are identified as part of the Partnership Agreement process. Funding is provided both from Connexions and from the whole school budget. The school will endeavour to meet training needs within a reasonable period of time.

Monitoring, Review and Evaluation

- The Inspiring IAG Quality Award will be used to monitor and evaluate the CEIAG Provision across the Centre.
- The Partnership Agreement with Connexions is reviewed annually by the Work Related Learning Coordinator in consultation with the headteacher / bursar.
- Evaluations are carried out through the PSHE programme, lesson observations and through student and parent surveys.
- The CEIAG Policy will be reviewed every three years by Governors, SLT and Work Related Learning Coordinator.

This document can be accessed by staff, parents, carers, governors, partners and personal advisors via the School website.

Carole White - Link Governor _____