

# Careers Education, Information, Advice and Guidance

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**CLT Responsible:** Extended College Leader

**Policy Type:** EXPERIENCE

**Committee of Governing Body:** Curriculum

## **Policy for Careers Education, Information, Advice and Guidance (CEIAG)**

### **Rationale for CEIAG**

There is a need for a planned programme of activities, learning and support to be delivered to young people to enable them to make decisions and plan their careers.

### **1. Definitions**

**Career** is defined as an individual's lifelong progression through learning and work.

**Careers education** refers to a planned programme of activities within the curriculum that helps young people to gain the knowledge and understanding, and develop the skills and confidence, to make successful choices, manage transitions in learning and move into work.

**Information Advice and guidance (IAG)** enables individuals to use the knowledge and skills developed through careers education to make the decisions about learning and work that are right for them. It includes:

- careers information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support
- impartial careers advice - to help young people gather, understand and interpret information and apply it to their own situation
- impartial careers guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them.

IAG includes information, advice and guidance on careers but extends to other personal wellbeing issues that young people face, some of which may present

obstacles to progression and achievement in learning and work, e.g. health, welfare, financial issues.

## **2. Commitment**

2.1 Glossopdale Community College is committed to providing a planned programme of careers education for all students in years 7-13 and information, advice and guidance in partnership with the Youthinc service.

2.2 Glossopdale Community College is committed to Work Related Learning at Key Stage 4 and that all young people should have the opportunity to recognise, experience and develop the key skills for employment.

2.3 Glossopdale Community College believes that 'Every Child Matters' and is committed to integrating this into the careers programme. It is designed to encourage enterprising behaviour and develop key skills, particularly where enterprise and work related learning is embedded in the curriculum. It is also intended to raise achievement and aspirations, value careers education, enjoy learning and ensure students' progress as well as they can. The careers programme enables students to engage in decision-making and plan positive futures. The PSHE programme, which incorporates careers, promotes positive engagement with community and environment and positive relationships.

## **3. Development**

This policy was developed and it is reviewed biannually through discussions with teaching staff; the schools Youthinc Personal Advisor, students, parents and governors

## **4. Links with other policies**

It supports and is underpinned by key school policies including those for equal opportunities, race equality, gifted and talented and special needs.

## **OBJECTIVES**

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

### **5. Entitlement**

Students are entitled to information, advice and guidance that meet professional standards of practice and is person-centred, impartial and confidential. It will be integrated into student's experience of the whole curriculum and based on a partnership with students and their parents/carers. The programme will promote equal opportunities, inclusion and anti-racism.

### **6. Implementation.**

#### **Key objectives include:**

- To develop a range of opportunities which enhance the curriculum
- To promote greater awareness for students about the world of work.
- The development of key skills and employability
- To promote understanding of work, industry, the economy and community
- To develop students personal and social skills in relationships in a range of contexts.
- To provide students with informed and impartial guidance on the post 16 choices available.
- To prepare and enable students to access IAG
- To support and assist students in progressing to learning beyond 16
- To ensure students access and benefit from external guidance provision
- To provide a coherent learning framework 14-19
- To develop the alternative education curriculum

- To provide vocational, enterprise and work related learning as well as an academic curriculum.

## **7. Management**

The Faculty Team Leader for Personal Development co-ordinates the CEIAG across the curriculum and work experience is planned and implemented by the Vocational Programme Leader and FT for Personal Development. These are all responsible to the Extended College Leader.

## **8. Staffing**

All staff contribute to careers education and IAG through their roles as form tutors and subject teachers. The careers programme itself is planned, monitored and evaluated by the Faculty Leader for Personal Development (Years 7 to 11) in consultation with the Youthinc personal adviser who provides specialist careers guidance. The 6th Form programme is planned by the Assistant Principal Post 16 in consultation with the Youthinc personal advisor, Leader of Sixth Form, FTL for Personal development and Vocational programme leader. Careers information is available in the Careers Resource Area (in a section of the library), the sixth form common room and “The Hub”. The school also has a Vocational Programme Leader who oversees the wide variety of vocational courses offered and ensures the monitoring and quality of teaching, learning and assessment in these areas.

## **9. Curriculum**

The careers programme is part of the school’s Personal Development programme and form part of the Personal Social Health Education (PSHE) delivery in tutor period. Other focused events are provided such as the annual Higher Education (HE) Fair and other subject visits to Higher Education institutions in KS4 & 5. Year 10 students under take one week of work experience with preparation and follow-up take place in these PSHE sessions. Year 11 students take part in a Super Learning Day aimed at developing their understanding of what is available to

them at the end of Key Stage 4 and develop skills to enable them to be successful in applying and interviewing for jobs and University places. Year 9 students take part in a Super Learning Day aimed at career and option choices where they get to take taster sessions in subjects they would not have had the opportunity to take in KS3 followed by an options evening with parents. Additional events include Employer talks, Year 11 and Post 16 Interview evenings, Year 10 Enterprise Days and Mentoring of identified students to work with Derbyshire Education Business Partnership. Year 11 students also have one to one interviews with the careers advisor from Youthinc. Under the advice area of the requirements, students have presentations from various agencies such as MIND and the police.

### **10. Assessment and accreditation**

Vocational qualifications such as BTEC level 2 and level3 take place across the curriculum. Also, Duke of Edinburgh and the opportunity for extended work experience in vocational areas are available.

### **11. Partnerships**

An annual partnership agreement is negotiated between the school and Youthinc Service, which identifies the contributions to the programme that each will make. Other partnerships are being developed e.g. Derbyshire and Nottinghamshire Chamber of Commerce and Derbyshire Education Business Partnership. Members of Glossop business network also work with some areas of the college.

### **12. Resources**

Funding is allocated in the annual budget planning round in the context of the whole school priorities and particular needs in the IAG area. This funding is held and distributed by the Assistant Principal College. Sources of external funding, support and resources are actively sought. Some resources are externally funded through government grants.

**13. Staff Development**

Staff training needs are identified as part of the Partnership Agreement process with Youthinc Service and in conjunction with Assistant Principal College. The school will endeavour to meet training needs within a reasonable period of time.

**14. Monitoring, Review and Evaluation**

The Partnership Agreement with Youthinc is reviewed annually. The programme is reviewed annually by the FTL Personal Development, the Principal and the members involved from Youthinc. A report is submitted to the college leadership team and governors.

**Date of policy: December 2015**  
**Review date of policy: October 2018**

Chair of governors .....

Name .....Date.....

Head teacher.....

Name.....Date.....