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Key Person:	JDC

Wildern Academy Trust **Careers Education, Information, Advice and Guidance Policy** **(CEIAG)**

Introduction

Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations, DfE October 2018: "Careers Guidance and access for education and training providers") and to give students access to careers information and guidance.

Commitment

Wildern Academy Trust is committed to providing a planned programme of tailored careers education for all students in Years 7-11 and information and guidance (CEIAG) through MSS (Moral and Social Studies) and Digging Deeper sessions.

Wildern Academy Trust endeavours to follow the National Framework for Careers Information, Advice and Guidance outlined in the 'Careers Guidance and Inspiration in Schools' policy (DfE March 2015), as well as the December 2017 and October 2018 updates of this policy, basing good careers guidance around the eight "Gatsby benchmarks".

These are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking Curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Development

This policy was developed and is reviewed annually through discussions with teaching staff, students, parents, governors and advisory staff.

Links with other policies

It supports and is underpinned by key school's policies including those for teaching and learning, assessment, recording and reporting achievement MSS, enterprise, equal opportunities and diversity, health and safety, provider access provision, gifted and talented and special needs.

Objectives

The careers programme is designed to meet the needs of students at Wildern Academy Trust. It is differentiated and personalised to ensure progression through activities that are

appropriate to students' stages of career learning, planning and development, in line with Gatsby benchmarks 3 and 8: 'Addressing the needs of each pupil', and 'Personal guidance'.

Entitlement

Students are entitled to careers education but information advice and guidance (CEIAG) is now advised by the DFE. This must be impartial. It will be integrated into students' experience of the whole curriculum, and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism and challenge stereotyping.

(See Appendix A for Investors in Careers Student Entitlement Statement)

Implementation

Management

A named member of staff co-ordinates the Careers Programme and is responsible to the Headteacher. This area is supported by a Trust Governor.

Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Specialist sessions are delivered by members of the MSS team, and tutor team. The careers programme is planned, monitored and evaluated by the careers co-ordinator. Careers information is available in the Careers section of the Learning Resource Centre, which is maintained by the Careers Advisor and Library staff. Administrative support is available to the careers co-ordinator.

Curriculum

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities (Learning Resource Centre and on online careers resources, and individual learning planning activities. Careers lessons are part of the school's Personal Development programme. Other focused events, including a careers Fair, practice interviews, careers speed dating college taster days, trips to visit HE providers, and digging deeper days focused around enterprise/work skills, are provided each year. Also, we are working towards providing an experience of a workplace for all students in Year 10, and this will be reviewed in 2020 when it has to be in place.

Staff in all departments work with the careers lead to ensure their subjects have links to industry and business that can provide talks and visits to the school, trips to places of work, and signposting the skills that the subject develops, that will be essential in future.

Students are actively involved in the evaluation of activities, and there is a dedicated careers focus group run by the careers lead and careers advisor

Assessment

Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques. Year 11 students complete a Future Destinations questionnaire in the Spring term whilst Year 10 students complete a careers review in July of Year 10 which is used to inform provision for the following year. Year 8 students are also assessed for early careers interest data at the same time as making their pathways choices, and this data informs some targeted guidance by our careers advisor.

Online independent Careers Guidance and Support

All students have access to the independent and impartial U-Explore Platform until 2020. Data is accessible via any ISP and will remain active for the duration of Wildern's Licence. U-Explore is embedded within the Careers Information, Advice and Guidance and Digging Deeper provision.

Linked Policies: Moral and Social Studies

Appendix A

Investors in Careers Student Entitlement Statement

As a student at Wildern Academy Trust you can expect to have achieved the following learning outcomes by the time you have reached:

Self Development

You will have had the opportunity to acquire the knowledge, understanding and skills to understand yourself and the influences that affect you by:

End of KS3

- Undertaking a realistic self-assessment of your achievements, qualities, aptitudes and abilities and present it in an appropriate manner
- Using the outcomes of your self-assessment to identify areas for development, improve and develop self-confidence and a positive self image
- Using review, reflection and action planning to support your progress and achievement and to set short and medium term goals
- Understanding that views on stereotyping and misrepresented images of people, careers and work can affect decision making
- Recognising and responding to the influences on your attitudes and values to learning, work and equal opportunity

End of KS4

- Using self-assessments and career related questionnaires to help identify and set short and medium term goals, and career and learning targets
- Reviewing and reflecting on how experiences have added to your knowledge, understanding and skills and then using this information to develop career plans
- Using review, reflection and action planning to make progress and support your career development
- Explaining the importance of developing personal values to combat stereotyping and discrimination in learning and work
- Using guided self-exploration to recognise and respond appropriately to influences on your attitudes, values and behaviour in relation to learning and work

Career Exploration

You will have had the opportunity to acquire the knowledge, understanding and skills to investigate opportunities in learning and work by:

End of KS3

- Recognising that work is more than paid employment and that the value attached to different kinds of work varies considerably
- Describing how the world of work and the skills required for employment are changing
- Identifying and using a variety of sources of careers information, including ICT
- Using appropriate vocabulary to organise information about work into standard and personally devised groupings
- Using handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to your needs
- Demonstrating knowledge and understanding of the opportunities available to you including those vocational options

End of KS4

- Explaining the term 'career' and its relevance to you
- Describing employment trends and associated learning opportunities at different levels
- Identifying, selecting and using a wide range of careers information, distinguishing between objectivity and bias
- Understanding the qualifications available post-16, and the similarities and differences between sixth form college, further education (FE) and apprenticeships
- Using work-related learning to improve your chances
- Understanding the progression routes open to you, comparing them critically and being able to explain and justify the range of options you are considering
- The opportunity to attend college taster days at two different colleges

Career Management

You will have had the opportunity to acquire the knowledge, understanding and skills to make and adjust plans to manage change and transition by:

End of KS3

- Using a straightforward decision making technique
- Identifying, accessing and using the help and advice required from a variety of sources
- Managing change and transition, giving thought to the longer term implications and progression opportunities
- Making realistic and informed choices of options available post-14
- Organising and presenting personal information appropriately
- Considering alternative and making changes in response to your successes and failures

End of KS4

- Selecting and using decision making techniques that will help in your transition from school, these will include preparing an action plan that incorporates contingencies
- Comparing different options using your own criteria and the outcomes of information, advice and guidance
- Taking finance and other factors into account when deciding about your future
- Understanding and following application procedures – recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios
- Understanding the purpose of interviews and selecting and presenting personal information to make targeted applications
- Understanding what employers look for in relation to behaviour at work, appreciate your rights and responsibilities in learning and work, and know where to get help