

CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

Statutory Duty

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds).

The governing body must ensure that the independent (1) careers guidance (2) provided:

- Is presented in an impartial (3) manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is the guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

1. Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

2. 'Careers guidance' refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

3. Impartial is defined as showing no bias or favouritism towards a particular education or work option.

1.0 Introduction

Baysgarth School is a comprehensive school that aims to maximise the achievement of every student. At the heart of the school ethos is the notion of creating a positive learning environment where students have a sense of belonging to the school and wider community, and they develop a healthy respect for themselves and that community. Baysgarth will enable our students to access a wide range of opportunities that allow them to develop the confidence to make the most of their abilities. As a school we have a responsibility to prepare students for the time they enter the wider community either through employment or in further training or in continued education. A key element of this preparation must come through the delivery of a coherent Careers Education Information, Advice and Guidance Programme.

The delivery of this programme must support not only the central aims of the school, but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work and life-long learning.

CEIAG provision will be targeted to the specific needs of all learners, group sessions will either be led by internal knowledgeable staff members or experts external to the school, in all cases the information, advice and guidance will be impartial and will meet the needs of the young people. Baysgarth will work in partnership with impartial, external and expert

careers guidance providers as appropriate, to ensure pupils get good advice on the full range of post-16 options.

The statutory guidance makes it clear that face-to-face careers guidance can help pupils, particularly those from disadvantaged backgrounds to make informed choices and successful transitions. However not all learners will require and therefore receive a face-to-face interview, but all will have interaction with external careers experts through assemblies, class sessions and small group activities.

2.0 Broad Aims

In the light of initiatives supported by Confederation of British Industry (CBI) and most importantly the National Quality Standards for IAG there is a need to make the school position clear. The Careers team has established three broad aims that run through the CEIAG programme. These aims are recognised nationally as an appropriate mechanism, used extensively in many LEAs and supported fully by the National Association of Careers and Guidance Teachers. Within the model we focus on the need for young people to take an active role in their career learning, this is built on three main aims:

- 2.1. Self-Development – to understand themselves and the influences on them
- 2.2. Career Exploration – to investigate opportunities in learning and work
- 2.3. Career Management – to make and adjust plans to manage change and transition

3.0 Guiding Principles

- 3.1 CEIAG is not just about finding a job but is concerned with preparation for life.
- 3.2 CEIAG should be long term and continuous.
- 3.3 CEIAG should be educative in nature and have clearly defined aims.
- 3.4 CEIAG should be a developmental and positive process which allows for the individual development of our students.
- 3.5 CEIAG should encourage students to ask, “Who will I be?” not “What will I be?”
- 3.6 CEIAG should be an essential and integral part of the school's curriculum and be given the time and space for effective delivery, currently within the daily tutor period and ICE periods.
- 3.7 CEIAG should help to motivate students by helping to make school and the education process more meaningful.
- 3.8 CEIAG should be impartial and be in the best interests of the students and should not seek to promote the interests of the school above those of the students.

4.0 Careers Education Information, Advice and Guidance Provision

The provision and support for students is focused at all students from Years 7-11 and will have a particular focus at specific time points relevant to choices and decisions that need to be made. The development and delivery of this support is co-ordinated by the Careers IAG

and delivered by form tutors and specialist external careers advisors where appropriate. As a matter of policy this is a flexible and personalised approach, each year the resources will be monitored and feedback sought from learners and tutors to drive continual improvement. These developments are driven primarily by the Learning Team. The work of this group is supported by an up-to-date, wide ranging, technologically enhanced, well-resourced and user friendly Careers Library. Scheduled procedures for the students at the relevant point within the Key Stage.

4.1 KS3 Provision the Statutory Duty starts from Year 8, however at Baysgarth we believe it is important to begin Careers Education and Information from Year 7. Careers modules on self-awareness, job profiles, gender stereotyping and decision-making are delivered currently through the ICE sessions. Furthermore, to support option guidance there is a Year 8 options evening where students and their parents can explore the courses available and where they are invited to attend an individual interview to help to manage the choices process.

Provision at KS3 comprises:

- Searching the National Careers Service website to produce various job profiles.
- Dispelling gender stereotypes in employment.
- Understanding what employability skills are and how to develop them.
- An introduction to and advice on subject choices and subject selection by tutor.
- Advice provided by subject teachers on subject choices.
- Supplementary advice on subject choices from the school-based options booklet.
- An options evening where parents and students can discuss courses and the decision making process with the careers service and school staff.
- Introduction to Local and National labour market information

4.2 Provision at KS4 comprises:

- Careers Modules on Opportunity Awareness and Transition Learning delivered through tutor time by tutors.
- An introduction to action planning and recording achievement choices and advice on subject selection.
- A Choices Evening where parents and students can discuss further the choices and the decision making process with school staff and a careers representative will also be available.
- Group talks with external experts on action planning, career path development and interview preparation.
- Individual interviews for all students.
- Year 11 Tutor and careers service assistance with lincs4u process.
- Understanding local and national labour market information.
- How to produce and maintain a good CV.
- Application and interview preparation.
- Information about the various options available, Sixth form, college, traineeship, apprenticeship etc.

5.0 The Careers Library

A careers library is being setup by the Assistant Head Teacher. We are going to ensure that the material is relevant and current. Annual audits will take place so that out of date material

can be removed. The aim will be to attempt to gain a balance between paper based and ICT based information and support procedures. The library will contain information and publications on specific employment advice, specific industries, training routes and further and higher education institutions. General texts and computer programmes will support these resources.

6.0 Long Term Planning

CEIAG has changed significantly in recent years in schools and Baysgarth aims to be at the forefront of any future developments. Initiatives from national and local government have meant that schools have to reconsider the nature, timing and priority of their CEIAG in the curriculum. We are currently looking to achieve the Humber Gold Standard for CEIAG and have started to work with the LEP on this. An audit is required to ascertain what career related learning is taking place across the curriculum.