

Policies & Procedures

Careers Education and Guidance Policy

Date policy approved	Spring 2017
Approving body	Local Governing Body
Next review date	Spring 2019
Previous review date	

Careers Education and Guidance Policy

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of Lightcliffe Academy. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- The process is developmental and continuous and all staff contribute alongside external agencies working in partnership (reference Career Development Institute ACEG Framework for Careers & Work Related Learning April 2012)

Current priorities

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations
- To meet the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young peoples' working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- Encouraging students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- Developing the skills which will help them to make informed and realistic choices for their future
- Enabling students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- Promoting equality of opportunity in respect of race, religion, gender and special needs disability

- Encouraging students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively
- Supporting the Academy Improvement Plans
 - Section 3:
 - Empower all learners, including our most vulnerable groups, to succeed through focused allocation of resources to remove barriers to learning**
 - **Sub-section 3.4 Develop the social, moral and aspirational capital of our learners through effective Enrichment, PSHCE & CIAG provision.**
 - Objective d - Embed students' knowledge and understanding of CIAG to ensure they are prepared for the world of work or further study.
 - Objective e - Quality assure and review new CIAG provision from C&K Careers (contract for review April 2017) working achieving the quality mark for CIAG.

Strategy

To achieve the objectives of this policy, we will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- Identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the academy's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth) and specialist careers staff
- Identify a middle leader to manage the day-to-day running of the careers programme
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy.
- Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard.
- Set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning.
- Communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision.
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Expectation

In the light of the current changes in the world of work, and the Raising of the Participation age from 2013, students should expect:

- To be told about key people who can help with education, career and any other personal, health or financial problem
- To get information on the guarantee of an offer of further learning at key points
- To understand how to access information
- To be informed about financial help they can get to stay in education (e.g. bursaries/student loans/grants)
- To be signposted to help after 19 years of age (24 yrs if they have a disability)
- To be given opportunities to get involved in planning and improving information and advice services

Help should:

- be quickly and easily available
- respect individual needs
- be confidential
- instill confidence in order to plan the next step
- be impartial and all relevant options should be considered
- signpost the National Careers Service and local websites where appropriate

To ensure quality and demonstrate it meets robust national standards the academy will work towards achieving the C&K Quality Standard for CEIAG validated against the “Quality in Careers Standard”. We will also apply for the Certificate of Excellence in Careers Information to ensure access to impartial information on careers.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the academy website, VLE/internet/e-mail also allows current information to be given to parents.

CEIAG delivery

Organisation and content

The careers education programme is delivered through five drop down PSHCE days throughout the academic year and supplementary CIAG/PHSCE booklets available for Pastoral Tutor Time and access to the on-site independent careers service offered by C & K Careers.

Provision

By the time students get to the end of Key Stage 3 they will:

- Have begun to recognise the skills and strengths you have and how you can use them
- Be able to describe your key personality traits
- Be able to use a variety of careers information resources to access information about jobs and careers
- Be able to explain how to maintain a good work life balance
- Understand stereotyping and discrimination and how to challenge this
- Have used a careers programme called Job Explorer Database (JED) to find out more about the types of work you are interested in
- Have developed your financial management skills including budgeting
- Have learnt about your rights and responsibilities at work
- Understand the KS4 options available to you and how to make considered and informed decisions and plan ahead
- Have developed an understanding of Enterprise and entrepreneurial skills.
- Have received a copy of the C&K Publication – Directions
- Have had optional access to impartial information, advice and guidance from the C&K Careers Adviser based in school.

By the time students get to the end of Key Stage 4 they will:

- Have developed a greater awareness of your own skills and strengths, personal qualities and achievements
- Have been made aware of all the Post 16 options available to you through presentations in school, the Calderdale Get Organised Event, The Calderdale Apprenticeship Event and attending taster session in your potential 6th form subject choices.
- Have received a copy of the C&K Publication - Get Organised
- Made applications to appropriate Post 16 learning or training opportunities which could be 6th form, college or apprenticeships.
- Have had a one to one guidance interview with an impartial careers adviser from C&K Careers and received an Action plan outlining your future plans and action points needed to achieve these.
- Have produced a CV and covering letter that focuses on your skills and qualities.
- Understand how to apply for jobs and learning opportunities.
- Be better prepared for interviews by taking part in a mock interview situation with a local employer.
- Developed your employability skills by taking part in an Enterprise Challenge Activity.

By the time students get to the end of Key Stage 5 they will:

- Taken part in a minimum of 1 week's work experience
- Received a copy of the C&K publication, Unifaqs if you are interested in going to University or Jobfaqs if you prefer to look at work based options at the end of Year 13.
- Have had the opportunity to attend careers talks covering a range of career sectors.
- Attended a careers fayre in school and talked to local employers and Higher Education providers
- Attended Higher Education Fayres and/or Apprenticeship Fayres
- Have had a mock interview with an employer to help you develop your interview technique
- Have been guided through the UCAS Application process if you are interested in going to University
- Have found out about all Post 18 options including alternatives to full time Higher Education
- Have optional access to impartial Information, Advice and Guidance from the C&K Careers Adviser based in school.

Cross-curricular links

These are made with appropriate departments and enhanced by WRL/enterprise activities.

Provision for Learners with Learning Difficulties and/or Disability (LLDD)

Close links with the Coordinator (SENCO) ensure that equal opportunities and inclusion are addressed. Reference should be made to the SEN Code of Practice from September 2014. Learning Support staff support identified students and suitable material is provided. The Careers resource area also has appropriate, differentiated and personal material.

Key personnel

The CEG programme is co-ordinated by the PHSCE Co-Ordinator and delivered by the teaching staff, Careers Advisor and External Agencies. Group work sessions are delivered and led by careers advisers and teachers where appropriate.

There are regular links with identified personnel to ensure individual needs are met. Key pastoral staff such as heads of year/ form tutors, home academy liaison officer, pastoral support workers and Learning Support team feed in information to support the guidance process. Careers advisers are invited to contribute to Year 9 and Year 11 student review. Overall responsibility is given to the Careers Co-ordinator to ensure the CEG programme is updated and developed. The SLT Link Line Manager has the overview and line manages the Careers Coordinator and links to key governors.

Partnership Activities & Support for C&K Quality Standard (nationally validated against Quality in Careers Standard)

C&K Careers support the academy in enhancing the CEIAG provision through INSET, network meetings, advisory sessions and consultancy e.g. support for the C&K Quality Standard. An annual service delivery agreement is drawn up between the academy and C&K Careers. Links with employers and training providers enhance the programmes where possible.

Resources

Relevant resources are available on application through the Principal and the Academy Finance provision. The Careers Co-ordinator ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

Assessment, Review and Evaluation

Monitoring and Evaluation

The Careers Coordinator is responsible for annual review of CEIAG.

Review and evaluation is carried out termly on an informal basis between the Careers Co-ordinator and the Careers Adviser in line with the Service Delivery Agreement. Feedback from staff, students and pastoral teams also helps in evaluating the CEG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEG programme. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Student voice is encouraged through the use of the academy focus groups.

To ensure quality the academy will actively work towards the C&K Quality Standard, nationally validated against QiCS.

Review

This policy will be reviewed by the governing body every two years.

Related documents

Lightcliffe Academy Improvement Plan (SIP)

Careers page on the Academy web-site

C & K Service Agreement

Annual report from C & K Services

Destinations review document

www.cegnet.co.uk

www.thecdi.net

www.careersengland.org.uk (for information on QiCS)

www.education.gov.uk (for information on Raising the Participation Age)

www.ofsted.gov.uk Ofsted Thematic Review of Careers Guidance, Going in the Right Direction?

DfE Statutory Guidance on Careers Guidance in Schools (March 2013)

Career & Work Related Education Framework ACEG (April 2012)

National Careers Service 'The Right Advice at the Right Time' Department for Business Innovation & Skills (April 2012)

Signed

T Rothwell - Principal

Chair of Governors

Date

Date of next review March 2019

Adopted by the Governing Body/sub-committee

Date.....

To be reviewed bi-annually in line with other academy policies.

Date of Review:

Updated: March 2017