

Careers Education & Information, Advice & Guidance Policy

Morecambe Road School



2020-2023

Policy Statement

It is the expectation of Morecambe Road School that all pupils should be able to move on to either Further/Higher Education, training or other career opportunities and that they should be able to access information, advice and guidance relating to personal and social issues that could impact upon this goal. In turn, this should help them to be informed of their own continuing education and training needs, possible career paths and be more self-aware of where to access support.

Purpose

Provide effective and impartial information, advice and guidance is an essential part of the preparation for the opportunities, responsibilities and experiences of adult life. Help pupils to be more self-aware, informed of their own continuing education and training, and about possible career paths. Enable pupils with support to manage transition to new roles and situations throughout their lives and help them to achieve their aspirations.

Guidelines

An information, advice and guidance service is available to all pupils, staff and parents. The school takes a stepped approach to impartial, quality careers education which begins with self assessment, considering their own strengths and weaknesses, their interests and initial ambitions through to post-16 choices at other post-16 providers, college or in industry as an apprentice. Our careers plan has also been designed to encompass business related experience, both from external visitors to the year 11 work related learning programme.

The school signed a Young People's Service partnership agreement in September 2011 which sets out the provision the school currently offers. Careers advice and guidance for the next stage (i.e. GCSE or vocational) are carefully planned for years 9, 10 and 11. Year 9 options interviews take place to ensure qualification decisions are appropriate.

Guidance and support for year 11 leavers is targeted to ensure every pupil is able to confidently move to the next stage at another post-16 learning provider or in the workplace on a training programme. Accordingly, the school is able to maintain very low numbers of pupils leaving school as a NEET statistic (Not in Education, Employment or Training).

CEIAG is delivered directly to Year 11 and also forms an integral part of the PHSE Programme for pupils at Morecambe Road School from Year 7 to Year 11. In order to deliver an appropriate, effective provision of CEIAG across the Curriculum, the school aims to follow the National Framework 11 – 19 for Careers Education & Guidance in

England (published in May 2003) and the new Quality Standards for Young People's Information, Advice and Guidance (IAG).

These documents combined, offer guidance on how we can continue to develop improved programmes of CEIAG, which better prepare young people for the opportunities, responsibilities, and experiences of adult life. The programmes developed comprise:

- CEIAG within the Curriculum
- Planning and recording of achievement (On-line Progress File) and Work Related Learning activities
- Work Experience
- Access to individual guidance and support from Young People's Service Personal Advisers
- Access to the Young People's Service / Careers Information.

Rationale

CEIAG has developed to become a programme of guidance, counselling, information, action planning, work experience, and individual and group activities which endeavour to embrace all years within secondary education, and are part of a wider coherent, skill-based course of personal and social development and the Work Related Curriculum.

Definitions

'Information advice and guidance' denotes a range of impartial guidance activities and processes that can support choices made by pupils, the key elements of which are defined as follows:

- **Information:** information is data and basic factual information conveyed through different media (either printed or via ICT) on course opportunities, occupation or support service;
- **Advice:** advice involves helping a pupil to understand and interpret how information provided might relate to his/ her personal situation. Advice helps pupils to understand their abilities and targets and may involve suggestions or options on how to go about a given course of action.
- **Guidance:** guidance aims to support pupils to better understand their needs, to confront barriers and to make informed and appropriate choices
- **Referral:** guidance may involve advocacy on behalf of some pupils and referral for specialist guidance and support. Referral happens in person-to-person advice or guidance when another member of staff, agency or provider offers services that more closely match the pupils' needs;

Implementation – (Staffing and Resources)

The Deputy Head is responsible for co-ordinating the careers programme. All teaching staff (years 7 – 11) contribute to the delivery of the CEIAG programme through PHSE lessons, according to the schemes of work for KS3, KS4 in consultation with the Deputy Head. This programme is also delivered through PSHE and Citizenship. Resources used include the careers library and ICT equipment, for example, use of digital camera and video, computers for presentation or by using specialist software; for example 'Job Explorer'.

Funding is allocated in the school's annual budget planning. Curriculum Planning and Teaching Work Careers Education will be delivered through a range of class based and community based work using a range of media. These will vary depending on the Key Stage and needs of the individual pupil. Although CEIAG is statutory from year 7, all pupils will start to develop an awareness of careers related issues through cross curricular activities from years 7 and 8

To develop self awareness through community based activities, PSHE, citizenship, job based tasks and Progress File work. Years 9, 10 and 11 – To start to make realistic choices through community based activities, PSHE, citizenship, job based tasks, Progress File, work experience (supported internal or external to school site).

Subjects that particularly support CEIAG include STEP's Careers and Vocational Education work, Duke of Edinburgh's Volunteer Community Placements, work experience taster sessions and extended placements with optional support. Placements are arranged with external agencies such as Education Business Partnership. Post school planning and guidance will involve the pupil, parents/carers, teacher, specialist advisory staff and other external agencies as appropriate for the individual pupil.

Learning Opportunities

- Provide opportunities for learning about different people and places in the world of work.
- Provide opportunities for pupils to investigate learning and career based opportunities.
- Provide opportunities to communicate their awareness and understanding of the world of work and local community in a variety of ways.
- Enable pupils to make choices about their future and interests and make informed judgements about how these choices will help them achieve their aspirations.
- Enable pupils to best understand transition at different key stages.
- Increase understanding of the wider community and business and commerce.
- Develop understanding and skills in self evaluation.
- Enable pupils to take on increasing roles of responsibility.
- Develop pupil's organisational skills.
- Develop pupil's communication skills in different settings.

Recording and Assessment of careers based learning and pupil's achievement takes place through continual teacher assessment, the Progress File, transition and annual review reports and associated targets.

Working with parents and families - all parents/carers are invited to annual and transitional reviews. All parents and families are invited to year 9 options evenings and are wholly involved in the options process

Health and Safety - Activities will be carried out with staff support, and health and safety taken into account by individual or group risk assessment as appropriate. Work based learning and work experience at Key Stage 4 may require additional risk assessment depending on the place or work and student or pupils involved. These risk assessments are completed by teaching staff, endorsed by Senior Management or alternatively completed by Education Business Partnership.

Equal Opportunities- Morecambe Road School in all relevant policies and procedures, seeks to eradicate unfair and discriminatory practices, especially those that are to the detriment of pupils on the basis of their membership of any group, including gender, sexual

orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs, or any other irrelevant distinction.

Monitoring and Review - The implementation of this policy will be annually reviewed.

Date of Policy:1/11/2020.....

Date Review Due: ...Spring 2023.....

Signed:.....

Chair of Governors