

**ST MARGARET WARD CATHOLIC ACADEMY**

**St Margaret Ward Catholic Academy CEIAG Policy**

**September 2017**



*"Let us remember we are in the presence of God"*

Policy Adopted	Next Review	Author
February 2018	July 2019	Mrs E Robinson

**CEIAG Policy**

### **Mission Statement:**

St Margaret Ward Catholic Academy provides high quality, impartial careers guidance and makes informed choices about which courses suit the needs of all of our learners. Learners are well prepared for the next stage of their education, employment, self-employment or training.

### **Introduction:**

Careers Education, advice and guidance within a school ensures that everybody has the right to education, advice and guidance to assist in decision making and career planning when they leave school. The school follows the guidance as set out by the Careers Guidance and Inspiration in Schools in England (revised Dec 2017), the National Curriculum programmes of study for PSHE and QCA guidance for work related learning at KS4. The school also holds the 'Quality in Careers' standard for which it was reaccredited in November 2017.

Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in school years 9 to 11. From September 2013 this is extended to years 8-13 and revised statutory guidance has been published to reflect this change. The school is working towards the GATSBY benchmarks:

### **Objectives:**

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

### **The underlying aims of the programme are to meet the Gatsby Benchmarks:**

- To support the national framework for implementing a 11-19 entitlement to Information, Advice and Guidance in England and to meet the Gatsby Benchmarks
- To provide pupils with a comprehensive and personalized programme which offers opportunities for personal development and progression
- To provide impartial advice and guidance
- To challenge stereotypes and to consider individual rights and responsibilities
- To provide current information on the labour market, on access to work, training and further and higher education
- To inform pupils of the range of qualifications available and advise on the best suited package for them
- To use agencies and other service providers to provide information and support especially to those with specific needs
- To provide access to work based learning
- To arrange suitable and meaningful encounters with employers and other agencies

The careers programme is designed to meet the needs of individual students at this school. It is differentiated to ensure progression through the different stages of career planning and progression. Students are entitled to confidential and impartial advice and guidance which will be integrated into their experience of the whole curriculum. The programme will promote inclusion and equality of opportunity.

### **The Legal Framework:**

Schools have a duty and responsibility for providing access to impartial careers information, advice and guidance for years 8-13.

### **Implementation:**

E Robinson (Assistant Headteacher) has overall responsibility for Careers Education, advice and guidance at St Margaret Ward. The Co-coordinator works closely with the Careers advisor, the careers PSHE team (P Rhodes and Assistant Headteacher responsible for PSHE). Work Experience is planned by ER, implemented by admin support for the year group and overseen by the LPM for year 10. ER has responsibility for the organization of the Higher Horizons project.

All staff are expected to contribute to the programme through their roles as teacher and form tutor and have access to both internal and external CPD. Careers education is planned by the assistant head i/c CEIAG and the external provider, C Pawliszyn. The Careers Adviser provides specialist careers guidance and supports the PHSE team in the planning and delivery of careers education. Careers information is available in the school library and on-line.

Staff will be audited at the beginning of every year (September) to identify gaps in knowledge of CEIAG. A specialist team of staff now exists within school to deliver aspects of careers education. If a member of staff is uncertain about aspects of CEIAG they must contact AHT for careers or visit the careers advisor where appropriate support will be given. Staff are not to give specific careers advice as it is likely to be out of date and biased. They should refer pupils to appropriate staff; ER, CP or PR.

The Careers Education Programme includes careers education lessons, careers guidance activities (including individual interviews and group work), information and research activities, work related learning, action planning and recording achievement. Careers education is part of the school's PSHE programme. Other focused events, such as HEI events and a residential for Y11, are provided from time-to-time as agreed by the senior team and depending on what is offered by universities. The school engages with the Higher Horizons programme which holds events throughout the year. Work experience preparation and follow up is built into the careers programme.

An annual Partnership Agreement is negotiated between the school and the Careers Service (Matrix Accredited).

### **Protocols to promote effective working relationships**

The school engages with local businesses through the LEP, our enterprise officer, work experience programme and has strong links with KMF, local theatres and is developing links with the LEP. The ICT/Business department has built enterprise into schemes of work at KS4 and the sixth form key skills staff are building this into their projects at KS5. The school is part of the Higher Horizons programme and 'The Brilliant Club'.

If a member of staff or department wishes to forge a link with a business or external organization they must gain permission from the Business manager and from ER. The link should have a designated person of contact and the aims and objectives of the work should be clearly set out.

Staff from external organisations must be supervised when in school or have a suitable DBS check. Any work completed with pupils should be monitored by staff. All work should have clear aims and objectives and the success of the work should be evaluated against these. ER will check the content of any presentations to pupils. Visits to companies must have a clear itinerary, Evolve processes must be followed and the visit must be evaluated by staff and pupils attending.

Any partnership must also be evaluated by the business/organization to ensure that they are satisfied with the support that they receive in school.

### **Staff Development**

The needs of staff for development and training in careers education are identified and are mainly met as part of the partnership agreement with Careers Service. CP provides advice and training through the school's INSET programme and will access speakers where appropriate. Staff also attend events with pupils in order to develop their knowledge of opportunities outside of school. Staff are de-briefed at the start of every year on any significant changes taking place and the sixth form team access CPD through ER and the Head of Sixth Form.

### **Parental Involvement:**

- Careers Service interviews
- Options evening and process
- Year 10 information evening
- Sixth form open evening
- Letters home re events, work experience and support evenings
- Assertive Mentoring
- Parents evenings and reports
- Web site

**Monitoring and Development:**

This policy will be reviewed annually. A framework for monitoring Careers education is now in place and ongoing through an action plan. The plan is monitored by A Parsons and implemented by the CEIAG team.