

NEW MILLS SCHOOL

Business & Enterprise College

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	D McGloin	May 2015		
Final			FGB Min No.	

Revision	Date	Description of Changes
Draft	May 2015	New Policy issue

Signed:
Chair of Governors

Date:

All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance at New Mills School, that helps to prepare them for choices and transitions affecting their future education, training and employment.

AIMS

- * To help students develop an understanding of themselves and others as individuals including their own and other's strengths and limitations, abilities and potential, personal qualities, needs, attitudes and values.
- * To enable students to develop a knowledge and understanding of education, training and employment through investigating opportunities available to them at a local, national and international level.
- * To support students in developing and implementing action plans to enable them to take ownership of their own future at and beyond Key Stage 4.
- * To provide opportunities to develop enterprise and employment skills.
- * To promote equality of opportunity, challenge stereotyping and support inclusion.

PRINCIPLES UNDERPINNING IMPARTIAL CAREERS EDUCATION

- * Empowers young people to plan and manage their own future.
- * Responds to the needs of each learner
- * Provides comprehensive information and advice
- * Raises aspirations
- * Actively promotes equality of opportunity and challenge stereotypes
- * Helps young people to progress.

3. OBJECTIVES FOR CAREERS EDUCATION AND GUIDANCE

- * **By the End of Key Stage 3 students will have the opportunity to:**
 - Consider their own qualities, skills, interests and academic potential
 - Understand the options/choices open to them at the end of KS3
 - Discuss their choices with their teachers and tutors
 - Investigate knowledge and skills people need at work
 - Make decisions about their own learning and the curriculum
 - Access relevant up to date careers information.
- * **By the End of Key Stage 4 students will have the opportunity to:**
 - Consider their own qualities, skills, interests and academic potential
 - Participate in work related activities
 - Understand the importance of key skills – communication, application of number, information technology, improving their own performance, problem solving and working with others
 - Investigate the knowledge and skills people use at work through work related simulations
 - Understand the options open and available to them at the end of KS4, where to get information and how to apply – College, Apprenticeships, Employment

DELIVERY OF CAREERS EDUCATION

Careers Education is delivered through the Passion, Perseverance, Purpose Program at KS3 and KS4 (as Careers focused topics within the rotation programme). Both KS3 and KS4 Programmes will be supported by additional days and event focuses and assemblies.

ROLES AND RESPONSIBILITIES

- The CEIAG programme is overseen by the Personal Development Coordinator.
- The programme is delivered through tutors. Tutors, along with Heads of Year have responsibility for individual reviews with students to assist with key transition stages.
- Individual Careers Guidance is provided by the external accredited guidance provider, who holds appropriate professional qualifications.

EQUALITY AND DIVERSITY

Careers Education is provided to all students and provision is made to all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

RESOURCES TO SUPPORT CAREERS EDUCATION AND GUIDANCE

- Careers Library, laptops with internet access, careers literature, prospectuses, application forms.
- Independent and impartial Careers Adviser available to all students from Year 8-13 via an appointment.
- One-to-one interviews for all Year 9, 11 and Post 16 students and other targeted students throughout the year.
- Careers guidance available at Options Evening and Parents' Evening for years 10,11 & Post 16
- Suitable, confidential interview facilities.
- Additional support where appropriate (Appropriate students in Years 8, 9, 10 and 11 are targeted for additional help by SENCO, HOY and Form Tutor)
- Access to CEIAG enrichment opportunities such as Year 11 Careers Day, 6th Form taster days, visits to HEI and Careers Fairs etc.
- Appropriate IT resources to support Careers programme.

PARTNERSHIPS

The CEIAG programme is greatly enhanced by our links with a number of partners. In addition to our Careers Guidance provider, we will work with employers, training providers and FE/HE institutions.

Parental/Carers involvement is encouraged at all stages. This is promoted through the distribution of information highlighting key events and the signposting of help and guidance through the school website. Parents/Guardians are welcome to attend career interviews.

STUDENT ENTITLEMENT

All students from Year 7-13 are entitled to receive a programme of careers education and from Year 8 professional careers guidance, as appropriate to meet student needs.

MONITORING, REVIEW AND EVALUATION OF CEIAG PROGRAMME

The Assistant Headteacher for Personal Development, Behaviour and Welfare along with the Personal Development Coordinator is responsible for ensuring the CEIAG programme is reviewed and evaluated in line with school monitoring processes and this will help inform planning and future provision. Evaluations will include feedback from students, staff, stakeholders (visiting colleges, agencies) and parents. The process of review and evaluation incorporates the following:

- Learning Walks; work scrutiny; lesson observation; pupil/staff/stakeholder evaluations of CEIAG programme/activities and CPD; use of the careers resource facilities and review of contents to ensure relevant/up-to-date; analysis of destination data to monitor the number of students who progress into training, education and work in relation to labour market trends.