

PLATANOS COLLEGE



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

POLICY

2016 – 2018

Careers Education, Information, Advice and Guidance

Learner entitlement statement

As a pupil at Platanos College you are entitled to the following:

- A timetable programme of careers for year 7-11
- Access to impartial advice at any time during your education but especially in 10/11.
- Access to up to date information from the internet and the careers library.
- A work experience placement during year 10.
- Support to develop a personal portfolio and an individual learning plan.

A range of additional support is available to individual learners including:

- Learning resources on a drop in basis.
- Workshops/seminars delivered by external providers.
- Taster days.
- External events.
- Specific work related trips.
- Access to external support agencies including finance.

As a learner we will:

- Treat you as an individual
- Treat you with respect
- Give you the opportunity to learn about the links between what you are studying and the world of work.
- Support you in finding careers that is up to date and meets your needs.
- Give you information about the opportunities open to you in education, training and employment.
- Make sure you receive advice and support while you are deciding what to do in the future.
- Treat what you say with confidentiality unless it is something that is against the law.
- Ask you to help us improve the programme and listen to what you say.

In return we expect you to:

- Be polite to others and respect their rights and feelings.
- Arrive on time to interview appointments and take part in lessons.
- Behave responsibly and follow health and safety procedures.

Careers Policy

Policy for Careers Education, Information, Advice and Guidance

Overall aims

Careers education, information, advice and guidance (CEIAG) helps young people to make the most of themselves and their opportunities in learning and work. It enables them to:

- construct their own 'career story' about who they are, what's important to them and what they would like to achieve in their lives
- raise their aspirations, broaden their horizons and counter stereotyped thinking about what they and others can achieve
- extend their knowledge of changing labour market opportunities, requirements and pathways in learning and work
- extend their wide network of support through attending careers events, accessing information and advice, and gaining relevant experience
- develop essential career skills including resilience, adaptability, enterprise, employability and self-presentation
- understand ways of experiencing and achieving career happiness and well-being
- take increasing responsibility for managing their own career choices, plans and transitions.

This policy complements, and should be read in conjunction with, our overarching careers strategy and other relevant policies and guidelines especially those for teaching and learning, enterprise, PSHE and pastoral care, citizenship, special educational needs (SEN) and equality, diversity and inclusion (EDI).

Commitment

The governing body, headteacher and the senior leadership team are committed to meeting our statutory careers-related responsibilities and the Investor in Careers standards of excellence in CEIAG. We will uphold:

- the duty to secure independent and impartial careers guidance for years 8-13
- the requirement to improve the employability skills of vulnerable and disadvantaged young people
- the careers-related aspects of our published equality duties
- the duty to help students with special educational needs achieve better life outcomes and work opportunities, through the effective use of Education Health and Care Plans (EHCP)
- the entitlement of young people to a planned and progressive programme of CEIAG activities that is clearly communicate to them and meets their needs (see entitlement statements for each year group at Appendix a))

the principle of engaging partners, including young people themselves, parents/carers, providers of independent and impartial careers guidance, employers and other education providers in achieving worthwhile learning outcomes, progression opportunities and destinations for students.

Provision

Management

A member of the Senior Leadership Team manages the careers team and provides regular updates to SLT and governors' curriculum committee meetings. The careers team are responsible for producing, implementing and evaluating an annual careers programme, informed by the school development plan that identifies the role and contribution of subject teachers, tutors and other staff and partners. Key

roles within the careers team include a specialist co-ordinator, a professionally-qualified careers adviser and an assistant to support administration

Resources and delivery

The budget for CEIAG (including staffing and staff costs, curriculum time and material resources) is settled annually and every endeavour is made to ensure that sufficient resources are allocated to meet students' needs. The Learning Resources Centre has relevant, up-to-date information in a range of media including supervised access to ICT facilities and digital careers resources. The careers team select and maintain teaching resources needed for the CEIAG programme and actively seek the involvement of the wider community (other education and training providers, local employers, parents etc.) in providing opportunities for students.

Guidance

Careers guidance is provided in partnership with an accredited careers guidance provider and includes individual and group activities. All staff should, when approached by students, respond with appropriate 'first-in-line' advice and support. All guidance must be impartial, confidential (within policy guidelines), responsive to students' needs and based on the principles of equality and diversity.

Training

Staff professional learning and development needs are identified through an annual needs assessment and appropriate arrangements made to meet needs within a reasonable timeframe.

Monitoring, review & evaluation

Key programme activities are monitored, reviewed and evaluated on a regular basis with the active involvement of students, parents and the wider school community. An annual report on progress is presented to the governing body with recommendations identified for implementation in the next year's plan.

Review Date: **July 2018**

Signatures (Chair of Governors/Executive Headteacher):

Mr A. Alabi

Ms J. Tapper

What can you expect in Year 7 and Year 8?

Key Themes

- Exploring interests and strengths
- My career journey
- Coping with change and transition and planning for the future
- Challenging stereotypes

Career Challenges

- Investigate job families and identify the ones that most closely match your interests
- Draw a career timeline to track the decisions you'll face in the next seven years.
- Set up a skills log to record how you best demonstrate the skills needed for employability

School Provision

- Careers interest and self-assessment exercises such as Fast Tomato, Kudos or JED to explore different career areas.
- Careers assemblies.
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- Exploring equality and diversity through investigating different images of learning and work and the people involved.
- Industry days linked to National Science and Engineering Week.

What can you expect in Year 9?

Key Themes

- Thinking about the future
- Researching opportunities and making decisions
- Making plans and preparing for change.

Challenge

- Talk to two employers about their careers and the education and training pathways they have followed.
- Produce a subject poster giving facts about careers linked to the subject.
- Update your career timeline and skills log.

School Provision

- Access to an options interview with a qualified careers adviser.
- Access to careers software to explore interests and careers linked to different subjects.
- Taster days and visits to employers, colleges and universities.
- Enterprise Days in school with visits from local businesses and employers.
- Options evenings and discussion with career prefects from older year groups.
- Career day workshops

What can you expect in Year 10 and Year 11?

Key Themes

- Personal development, decision making and planning skills
- Self-presentation skills and what employers want
- Investigating and assessing choices and qualifications
- Building a network of support.

Challenges

- Update your career timeline and skills log
- Draw up a list of questions to ask employers and course organisers at careers events
- Attend open evenings and develop a record of applications
- Interview an alumni about the route they followed and what they wish they had known in KS4.
- Research how learning and work is changing in a specific sector
- Prepare a CV.

School Provision

- One to one interview with a qualified careers adviser
- Talks from employers with up to the date labour market information
- Visits to employers and work experience
- Visits to universities and colleges and access to student finance talks and managing personal budgets
- Career modules as part of PSHE provision including personal skills and qualities
- Preparing for work day with mock interviews with local employers
- Visit to London Skills Day
- Work related learning trips
- Access to websites for independent research useful website www.guidance-research.org
- Lunchtime careers drop in
- Access to careers fairs internal and external
- Working with local businesses
- Information on apprenticeships, visits from employers involved in apprenticeship schemes, organising and attending apprenticeship events.