

Saint Joseph’s Catholic School

# Laverstock, Salisbury

**Policy for Careers Education, Information, Advice and Guidance (CEIAG)**

**(Version 3.0 March 2016)**

To be reviewed by the Pastoral Committee

## Success Criteria

The young person’s career is their pathway through learning and work. All young people need a planned progressive programme of activities to support them in choosing 11-16 pathways that suit their interests and abilities and encourage them to follow a career path and sustain employability throughout their working lives. The DfE paper on Careers Guidance and Inspiration in Schools (March 2015) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

## Commitment

St Joseph’s School is committed to providing a planned programme of careers education, information, advice and guidance for all students in years 7-11 working alongside an independent careers advisor. St Joseph’s endeavours to follow the National ACEG Framework 11-19 and other relevant guidance from DCSF and Ofsted.

Also the National Governors’ Association (NGA) recommends governors should have a clear set of CEIAG quality indicators for school to report on. Also suggest reporting should be via a ‘professional’ (i.e. careers lead teacher or senior management team link) attending a whole governor meeting, rather than the model of an ‘interested’ governor becoming the link. The question the schools needs to ask is do we need a nominated governor for careers or is it better for the relevant teacher to feedback to the whole group?

Suggestions for impact measures for school to report to governors on:

\* Destinations

\* Does evaluation suggest students are confident in their choices and feel well supported?

\* Is the statutory duty being met?

\* Are teaching staff doing a good job in their careers role? Do they feel confident in this role?

\* Are we using money well?

*(National Governors’ Association, Chief Executive’s presentation to the Careers Development Institute conference, November 2013)*

## Monitoring

|  |  |  |
| --- | --- | --- |
| By Whom? | When? | How? |
| Governors' Pastoral Committee | Every two years | Report to Pastoral Committee of Governors |

## Evaluation

|  |  |  |
| --- | --- | --- |
| By Whom? | When? | How? |
| KWE | Annually | Review of activities from working party, teaching staff, Independent Careers Advisors, parents and pupils. |

## Revision History

|  |  |  |
| --- | --- | --- |
| Version | Approved | Review Date |
| 1.1 |  |  |
| 2.0 |  |  |
| 3.0 |  |  |

**INTRODUCTION**

**Rationale and Context for CEIAG**

CEIAG has an important contribution to make to the education of all our students in order for them to make a successful transition from school to further education or employment with training. The DfE paper on Careers Guidance and Inspiration in Schools (March 2015) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must ensure that CEIAG provided by the school:

* Is presented in an impartial manner
* Includes information on the range of education or training options, including apprenticeships and other vocational pathways
* Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given?

This policy document is in line with the guidance issued by the DfE, which relates to Sections 42A and 45A of the Education Act 1997. St. Joseph’s School also follows the Association of Careers Education and Guidance (ACEG) Framework 11-19 (April 2012).

St. Joseph’s Catholic School has achieved the Career Mark Award which recognises the high quality of provision of CEIAG in the school.

CEIAG make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities, help them to follow a career path, and sustain employability throughout their working lives.

A robust CEIAG programme enables students to develop personal insight, career knowledge, and career planning and management skills. It offers information and advice that is personalised, comprehensive and impartial.

**School Background and Ethos and how CEIAG Contributes to this**

St Joseph’s Catholic School is a vibrant and dynamic school with high expectations and great ambitions for every one of its pupils. It is committed to the formation of character and the acquisition of a value system that will enable their students to live life to the full. These values centre on developing a responsible character. Our aim is to help our young people develop the skills they need to be happy, successful individuals. The Careers Education programme is defined to prepare pupils for adult life by providing them with a better understanding of the world of work. It provides opportunities for pupils to learn from direct experience of work through Work Experience, it provides career events, enterprise activities and a broad differentiated curriculum enabling pupils to develop knowledge and understanding of the opportunities available to them.

The culture and ethos of the school is one where we all have high expectations of each other. Each child is unique, they are loved and valued. They deserve the best and that is what we aim to give them. They are our greatest ambassadors and they are supported by a team of staff united in encouraging, motivating and challenging each one of them to be the best they can be. The school’s Vision Statement is attached as Appendix 1.

St Joseph’s Catholic School is committed to providing a planned programme of Careers Education, Information, Advice and Guidance for all students in years 7-11 working alongside an independent careers adviser.

**Links with other Policies**

The CEIAG policy supports and is underpinned by the following school policies:

* Safeguarding Policy
* School Development Plan
* Special Educational Needs Policy
* Vision Statement (Appendix 1)
* Learner Entitlement (Appendix 2)

**OBJECTIVES**

**Aims of CEIAG**

The CEIAG programme is designed to meet the needs of all students at St Joseph’s Catholic School. It is differentiated and personalised to ensure progression through activities that are appropriate to students’ stages of career learning, planning and development.

The CEIAG programme makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Careers Education forms an integral part of our curriculum. The three main areas of careers learning are:

* Self-Development – understanding themselves and the influences on them
* Career Management – Make and adjust plans to manage change and transition
* Career Exploration – Investigate opportunities in learning and work

St Joseph’s Catholic School CEIAG Policy has the following aims:-

* To contribute to strategies for raising achievement by increasing motivation and attainment for all pupils
* To improve the transition from school to working life
* To encourage participation in continued learning including higher and further education
* To ensure pupils follow courses or programmes post 16 that are appropriate to their longer term aspirations and needs
* To develop enterprise and employment skills, relating these skills, attitudes, concepts and knowledge learned in school to applications in the wider world
* To increase access and choices for all pupils
* To meet the needs of pupils through appropriate differentiation
* To focus pupils on their future aspirations improving employability through developing effective links with external partners.
* To be aware of career opportunities available to them as individuals
* To have completed a Work Experience Placement

**Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into students’ experience of whole curriculum and be based on a partnership with students and their parents and carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity, and also promote equality of opportunity, inclusion and anti-racism.

The Learner Entitlement can be seen in Appendix 2.

**Curriculum Delivery**

Our independent Careers Adviser is a regular visitor and conducts 1:1 interviews with all Y11 pupils and other targeted pupils throughout the year. We recognise the key role that parents and carers play in career choices and they are welcome to attend these interviews with their children. The Careers Adviser also leads group work sessions with pupils, attends careers events, planning events, curriculum and parents’ evenings. The work she does with the pupils is documented and pupils are tracked through the school to ensure that they make well informed choices post 16 and manage that transition successfully.

Pupils in Year 9, Year 10 and Year 11 are targeted for extra help by SENCO, Head of KS3 and KS4, Head of House and Careers co-ordinator.

Careers education is delivered through PSHE for years 7 to 11 and additionally for years 10 to 11 through assemblies, seminars, tutorials, local businesses involvement and 1:1 sessions. The delivery is both formal and informal and permeates the whole curriculum.

We resource careers information via a portal on the school website (Career Companion), paper based materials including information leaflets and prospectuses are available from the designated careers area in school. This is accessible by students and parents/carers.

The outline programme for each year is set out in the Learner Entitlement Statement – Appendix 2

**Monitoring, Review and Evaluation**

Careers Education is monitored and evaluated annually by the Careers Co-ordinator and Careers Adviser using the ACEG Framework (April 2012). When reviewing the programme, the School Improvement Plan is used to ensure that the careers department is fully supporting the whole school aims. The Careers Co-ordinator works with the programme tutors to evaluate the current programme and plan the next one. All trips and activities are evaluated by both the facilitator and pupils through questionnaires which are analysed and the results form a part of the annual review. These outcomes identify areas for development, set goals and agree strategies to ensure they are effective.

Careers Guidance is monitored and evaluated annually through discussion with key staff, senior management team and by way of questionnaires to pupils post their 1:1 guidance interviews. The contract between the independent careers guidance adviser is also evaluated annually.

Evaluations are also given to students post careers events for feedback which is then used to enhance future provision.

Year 11 progression data is used to monitor the effectiveness of the both careers education and careers guidance. This is also taken into consideration when reviewing the careers education programme.

**IMPLEMENTATION**

**Staffing**

Responsibility for CEIAG within St Joseph’s Catholic School is a partnership between the teaching staff, Careers Co-ordinator, Pastoral Team and the Independent Careers Adviser who are responsible to the Assistant Head. Work experience is planned and implemented by the Careers Co-ordinator.

All staff contributes to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by form teachers and complemented by external providers which include both external and internal visits. The careers programme is planned, monitored and evaluated by the Careers Co-ordinator and overseen by the Assistant Head. The independent Careers Adviser provides specialist careers guidance. Careers information is available via the careers portal and all relevant FE & HE prospectuses and paper resources are available in the Careers designated area and the Resource Centre. Both of these areas are maintained by the Careers Co-ordinator. Careers information can be accessed found via the internet.

Staff training needs are identified and form tutors are kept updated via small group sessions with our independent Careers Adviser. The school endeavours to meet training needs to ensure that staff is up to date with the latest requirements. Any external training is disseminated back to relevant staff.

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at open evenings.

Careers education is provided to all students and provision is made to allow 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.

**Recording Mechanisms for CEIAG**

CEIAG is recorded through the following:

* Action Plans
* Record of all 1:1 interviews
* Tracking and Monitoring Sheets
* Destination Reports

**Partnership Working**

St. Joseph’s Catholic School continues to strive to form effective partnership links with local employers, 14-19 providers in both education and training, HE providers, parents and the Integrated Youth Service, Wiltshire Council.

**APPROVAL OF POLICY**

The policy for CEIAG is reviewed every two years. This review involves all key stakeholders including school and our independent careers adviser. Policy review contributes to the CEG action plan and the school action plan.

**APPENDIX 1**

**Vision Statement**

St Joseph’s is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations, and to understand the value of service to others and their responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph’s.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic wellbeing while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Rachel Ridley

Head teacher

**APPENDIX 2 - St Joseph’s Catholic School - CEIAG Learner Entitlement**

**Overview**

All learners have access to unbiased, free and impartial careers advice and are actively encouraged to take responsibility for their futures and plan and manage their own personal development and career progression. All this is currently delivered through a structured careers programme across all year groups. Learners have access to relevant up to date information via Career Companion; they are given opportunities to taste or try out possible careers through taster sessions and work experience and can take part in a full range of careers activities both in and out of school. The school hosts or attends a careers fair inviting a full range of employers, training providers, voluntary sector, 6th Form, Colleges and Universities to attend. The event is available to all year groups, but aimed predominantly at Y’s 9 – 11. The school is both flexible and adaptable in its approach to careers education. Individual learner’s needs are constantly evaluated and the programme changed or adapted to ensure that it is fit for purpose and supportive of equal opportunities. The most important aspect of CEIAG is to ensure that learners are prepared and supported to make well informed and realistic decisions post 16.

Parents are actively encouraged to be involved in all aspects of their child’s progression and future prospects. They have access to form tutors, subject leaders, heads of houses and specialist advisors, through parent’s evenings, careers fairs and progress review meetings. CEIAG is available to them direct; via Career Companion but 1-1 meetings can be arranged with specialists if required.

**Curriculum**

All learners experience a relevant and appropriate careers curriculum which promotes equal opportunities, challenges stereotypes, raises aspirations and encourages learners to reach their full potential. Learners are taught to take responsibility for their futures and encouraged to make full use of the learning opportunities, resources and events made available to them.

**Key Stage 3**

Learners in KS3 begin discovering and exploring options and pathways open to them. They learn about the value of investing in learning, career development and start planning for their future. All learners are catered for with specialist SEN support and able, talented and gifted pupils identified and encouraged to raise aspirations and achieve to their full potential.

**Year 7**

* Careers education programme delivered through weekly PSHE by form teachers through structured lessons
* Library and Career Companion induction
* SEN pupils identified and supported by SEN team (information passed to outside agencies)
* Able Gifted and Talented groups encouraged to raise aspirations through team events
* Higher Education awareness – Bath Spa University – targeted at Pupil Premium Students.
* Access to an independent and impartial careers adviser.
* Introduction to Progress Files.

**Year 8**

* Careers education programme delivered through weekly PSHE by form teachers through structured lessons.
* Library and Career Companion research sessions.
* “Riot Act” – Theatre production company- highlighting Further Education & Higher Education progression routes and promoting apprenticeships.
* Embedding the importance of careers education by developing the skills they need to start planning and managing their own personal and career development.
* Various external and internal visits promoting STEM pathways.
* Able, Gifted and Talented inspirational workshops, DSTL, UWE, Oxford University, STEM, HE
* Higher Education Awareness – Bath Spa University – targeted at Pupil Premium Students.
* Updating Progress Files.
* Access to an independent and impartial careers adviser.

**Year 9**

* Careers education programme delivered through weekly PSHE by form teachers through structured lessons.
* Range of structured lessons promoting road safety, drug awareness, challenging stereotypes and looking at their “personal Curriculum” – delivered weekly through structured PSHE lessons.
* 1-1 with a Deputy Head to discuss personalised curriculum (Options). Parents are actively encouraged to attend the meeting. Predicted grades, subject preferences and suitability for courses are discussed in line with learner’s career plan.
* Raising awareness events such as “Skills Taster Day”, “Careers Fair” – to promote awareness of future career prospects
* Introduction to Fast Tomato
* University visits to promote and raise awareness of Higher Education. Bath Spa University – for Pupil Premium students.
* SEN learners have a transitional review – Outside agencies attend and compile an action plan- progress monitored into KS4
* Able, Gifted and Talented inspirational workshops, DSTL, UWE, Oxford University, STEM, HE
* Health and Safety completed for Work Experience
* Employability Day – Range of hands on activities promoting apprenticeships and employment opportunities provided by local FE College and Training Providers.
* Science Speakers – lunchtime sessions to promote careers in STEM subjects.
* Access to an independent and impartial careers adviser.
* Updating Progress Files.

**Key Stage 4**

Learners in KS4 concentrate on preparing for the “world of work” by exploring options and pathways open to them post 16. Pupils spend one or two weeks on work experience where they learn about the work placement, health and safety and experience what it’s like to be an employee. Pupils are supported to make informed decisions when planning their future. All learners are catered for with specialist SEN support and able, talented and gifted pupils identified and encouraged to raise aspirations and achieve to their full potential.

**Year 10**

* Careers education programme delivered through weekly PSHE by form teachers through structured lessons.
* Interview preparation and Mock Interview Day– Learners are taught how to write a CV, Letter of application and complete an application form. Their paperwork is then scrutinised by local businesses who then offer their services for Mock Interview Day where students go through the process of a formal interview.
* Health and Safety completed for Work Experience
* Work Experience – A 1 week placement with an employer, experiencing the world of work – this is evaluated by the employer and a self-evaluation completed by the learner
* SEN, vulnerable and children in care have a 1-1 interview with an independent careers adviser – an action plan is compiled and their progression monitored to ensure sufficient IAG and support are in place for post 16 decisions
* Learners tracked to ensure progress is being made and learners are on target to meet predicted grades.
* Encouragement to attend “raising awareness” events such as “Skills Taster Day”, “Careers Fair” – to promote awareness of future career opportunities.
* Able, Gifted and Talented visit to Oxford University
* Further Education & 6th Form visits for all students.
* Apprenticeship briefing sessions.
* Outside employers support for students producing personal statements and CV preparation alongside our independent Careers Adviser.
* Science Speakers – lunchtime sessions to promote careers in STEM subjects.
* Updating Progress Files.

**Year 11**

* Careers education programme delivered through weekly PSHE by form teachers through structured lessons.
* Prepare a personal statement – used for College, 6th Form and Apprenticeship interviews
* SEN, vulnerable and children in care have a 1-1 interview with an Independent Careers Adviser – Action plan compiled and results shared with form tutor/careers coordinator to ensure any action points are addressed and any support required put in place.
* Learners tracked quarterly to ensure progress is being made and learners are on target to meet predicted grades- any additional support required is identified and put in place.
* Further Education, Higher Education and apprenticeship awareness sessions are arranged. Providers’ are invited to address the year group and promote their offer.
* Access to attend Careers Fair – to promote awareness of future career prospects
* Support via Careers coordinator/Independent Careers Adviser/Form Tutors to complete FE application forms.
* Regular monitoring by careers coordinator to ensure learners are fully prepared for post 16 decisions
* Science Speakers – lunchtime sessions to promote careers in STEM subjects.
* Updating Progress Files.

All aspects of the curriculum are planned and delivered in accordance with the school development plan and careers policy.