



St Thomas More RC College

**Policy:
Careers Education, Information, Advice
and Guidance policy**

This policy will be reviewed every 12 months

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	Signature of member of Governing body	Date
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St Thomas More will provide a programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students aged 11-16. Effective CEIAG is crucial to preparing young people for adult and working life.

Careers Education, Information, Advice and Guidance is defined as 'interventions designed to enable individuals to make and implement well informed, realistic decisions about their career and manage subsequent transitions.'

Rationale for CEIAG

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them, to help them to gain the knowledge, skills and attitudes they need to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

Commitment

St Thomas More is committed to providing a planned programme of careers education for all students in Years 7-11 and information, advice and guidance (IAG) in partnership with Positive Steps.

St Thomas More endeavours to follow:

- Careers Guidance and Inspiration in Schools: Statutory guidance for governing bodies, school leaders and school staff (DfE, March 2015)
- Careers and Work Related Education Framework (undated)

Aims

St Thomas More seeks to achieve the following through Careers Education and Guidance:

- the development of student self-esteem, self-confidence and self-awareness.
- to enable students to use career management skills which they can use in future decision making and problem solving.
- to raise awareness of the local and national labour market.
- to enable students to relate learning and experience to future opportunities.
- to help students to develop skills which lead to success in employment, training and education.
- to encourage flexibility, adaptability and self-reliance.
- to ensure students are aware of all the pathways available at key transition points (Year 8, Year 9, Year 11, Year 13)
- to enable students to manage transitions in their lives such as pathways available at key transition points year 8, 9, 11, 13 to university or beyond to work.
- to enable students to present their own strengths and experiences to others.

Principles

1. The CEIAG programme will be related to the individual needs and aspirations of students.
2. The programme will be delivered in partnership with other organisations to ensure a broad range of experiences and opportunities for students.
3. Guidance provided will be high quality, objective and impartial.
4. The college will offer a full range of careers information and IT based guidance packages covering all pathways open to pupils at key transition points (Years 8, 9, 11, 13) which will be located in a central position, be open at all reasonable times, and be regularly maintained.
5. The underlying theme will be the promotion of personal development in an environment which is challenging, supportive and encouraging.

Entitlement

All students at St Thomas More are entitled to a Careers Education, Information, Advice and Guidance programme which has clear, stated objectives; which is progressive, and which has an integrated method of assessing student outcomes. The school will have an entitlement framework for the CEIAG programme which meets the needs of all students. CEIAG at St Thomas More will provide a variety of impartial interventions and experiences that are designed to equip and enable all students to confidentially make and implement well informed, realistic decisions about their careers and manage subsequent change. CEIAG is integrated into the whole school curriculum. It is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to the Designated Safeguarding Lead and Safeguarding team in-line with college policy.)

Relationship to other whole school policies

This policy is underpinned by our policies on teaching and learning, the assessment and recording of achievement, equal opportunities, confidentiality, health and safety, gifted and talented, special needs and safeguarding. The implementation of this policy is the responsibility of all staff in their various roles, as already stated, together with outside agencies and partners as appropriate.

Working in partnership

With students: the college will inform students through an entitlement statement what their entitlement will be, how the college will support their career development and what the student's role in this will be.

With parents: the college will communicate regularly with parents, enabling them to participate in events such as parents evening, careers conventions, guidance interviews, and it will inform them of what the student's entitlement will be and their role in supporting the process.

With Positive Steps: the college will draw up a Partnership Agreement with Positive Steps and review it periodically. This will include details on access to students, sharing information, delivery of CEG activities and the provision of LMI and Careers Information. The Positive Steps Personal Advisor and the Careers Co-ordinator will draw up termly plans of work.

With Business Partnerships: Our College will work with local businesses to offer a range of Work-related activities including Work Experience, Industry Day, and Practice Interviews.

With providers: Our college will invite a range of opportunity providers to offer information to students about local opportunities in employment, training and education via presentation, materials or group sessions.

With the LEA: other links are being developed, e.g. local IAG network.

With Work Experience Provider: Our College will liaise with Engaging Brighter Placements (EBP) to ensure that EBP delivers their service, and receives the pertinent information, surrounding allocating pupils appropriate work experience placements where parents/carers have signed and submitted the relevant forms (Standard Placement Form or Self-Placement Form.) In absence of parents/carers submitting the aforementioned forms, EBP will seek to source placements for the pupils to ensure each pupil receives a work experience placement.

Teaching/learning methodology

Teaching in the Careers Education and Guidance programme will be:

- based upon sound and up-to-date knowledge and understanding of careers developments.
- challenging for students to widen their careers knowledge and understanding.
- designed to actively engage students in their own learning and meet the needs of all students.
- up to date and use well organised resources, including IT based careers information
- based upon clear outcomes so that students' knowledge and understanding can be assessed.

Research suggests that students learn best when they are actively involved in their learning. The Careers Education and Guidance programme will use a range of activities which encourage such involvement:

- one-to-one discussions with Careers Co-ordinators or Positive Steps Personal Adviser.
- Whole class discussion or group work in the classroom with tutors or visiting specialists.
- group sessions with Positive Steps Personal Adviser, employment or other adults with expertise.
- direct or simulated experience of the work environment.
- individual field or desk research and the use of computer-based information.

Equal opportunities and equal access

The college will ensure that all students can benefit from CEIAG by enabling them to participate in all of the activities which make up the programme. Students who may have special needs will be identified by the Careers Co-ordinator and SENCO and plans made to ensure they can benefit from provision. This will be done by:

- reviewing physical access
- reviewing the range of activities
- reviewing the materials and providing differentiated materials
- providing any additional equipment required

This will be extended to the regular review of Careers library resources and access to the Careers library. The Careers Co-ordinator and the Positive Steps Personal Adviser support the transitional planning process for students with statements of special needs.

Organisation

The careers programme includes careers education lessons in years 7-11, delivered by a small number of staff. Individual departments are encouraged to provide timely information specifically to years 9 and 11 and are encouraged to display careers information. There is an expectation that, with timely notice, Year 9, 10, and 11, form tutors will respond to reasonable requests to facilitate in the collection of pupil information relevant to the provision of CEIAG.

Assessment and accreditation

Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources. Sources of external funding are actively sought.

Management and co-ordination

The Careers Co-ordinator will be responsible for the delivery of the careers programme and is accountable to the Senior Leadership Team Link.

The Careers Co-ordinator is also responsible for:

- planning the programme
- producing lesson plans
- networking
- organising work experience and practice interviews

- contacting and sourcing providers for Y9 Industry Day
- delivery of programme monitoring
- contacting external providers to assist in the delivery of year 11 mock interviews
- evaluating the programme
- support for colleagues
- forwarding relevant student information to the Careers Advisers (Positive Steps) to allow for monitoring of students at risk of being NEET
- where appropriate, the lead hosts lunchtime 'Careers Clubs' affording year 11 the opportunity to complete and submit college applications
- liaising with SLT-link/SLT to implement and deliver lessons at the request of SLT link for Teaching and Learning centred around updated whole college behaviour policy
- updating the whole KS3 and KS4 curricula to ensure that mental health, self-awareness, self-esteem learning is incorporated for new learners in year 7
- ensuring lessons in CPSHE are relevant to the political and social climate of the United Kingdom. (i.e. lessons on the risks/dangers/awareness of knife crime in year 9, Politics & Democracy for year 8, mental health for year 7)
- utilising and liaising with other subject specialists in college to improve the effective provision of CPSHE
- affording year 11 post-college choices through contact and engagement with external agencies.

Professional development

Staff training needs are identified as part of MER process. The college will endeavour to meet training needs within a reasonable period of time. The Careers Co-ordinator will assess the impact of training on the CEIAG programme.

Monitoring, Evaluation and review

The Partnership Agreement with Positive Steps is reviewed annually. The programme is reviewed annually by the Careers Co-ordinator and the Positive Steps Personal Adviser, using the local quality standards for CEIAG to identify desirable improvements. The Departmental Improvement Plan will be submitted to the senior leadership team annually. Evaluations are carried out annually with students and parents.

Policy and entitlement will be reviewed biennially and comments requested from staff, students and parents.

The CEIAG programme will include performance indicators and evaluation methods which are applied throughout the programme and the results presented at the end of year review.