



CAREERS EDUCATION AND GUIDANCE POLICY

MVA July 2017

Careers Education is the process by which we help young people develop the knowledge, skills and attitudes they need to take control of and manage their career development. There are four processes which are inter-related and these activities feature in our careers education programme: careers education, careers information, careers advice and careers guidance.

Careers Education

The provision of a planned, progressive programme of learning activities that helps young people to:

- Learn about the structures, systems and factors that guide, shape and influence people's career prospects and career development
- Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans and how they can do so
- Develop and practice the self-help skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance

Careers Information

The provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice and how to access it.

Careers advice

The provision of advice through activities that help young people gather, understand and interpret information and apply it to their own situation.

Careers guidance

The provision of impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress

AIMS

Self Development - understand themselves and the influences on them

Career Exploration - investigate opportunities in learning and work

Career management - make and adjust plans to manage change and transition

In meeting these aims the programme contributes to raising aspirations and expectations, maximising potential and developing employability.

MANAGEMENT

C.E.G is coordinated by the Aspirations and Destinations Co-ordinator who is also the schools Aim Higher Co-ordinator. Their line manager is a member of the SLT. They meet on a regular basis and formal reports are provided.

Equal Opportunities

The CEG programme supports equal opportunities, in line with the school's aims. Stereotypical assumptions are challenged and additional help is provided for students with learning needs. These students are identified for special support work experience and are one of the priority groups for careers interviews.

THE CEG PROGRAMME

In accordance with national statutory requirements and guidelines the programme covers Years 7 to 11.

In Year 7 some students begin trips to University and to large companies as part of career insight visits. Students also complete a questionnaire on aspirations to form part of a database.

In Year 8 some students attend 'Introduction to University' trips and all students take part in careers based activities during tutor time. Students can also be offered opportunities for alternative pathways and visits.

In Year 9 some students attend trips to universities, colleges and to large companies. Assemblies also take place on work experience, career pathways and taster events.

In Year 10 the focus is on preparation for work experience and post-work experience evaluation. Students also take part in World of Work (WOW) Day and are introduced to post 16 opportunities.

In Year 11 students are prepared for post-16 transition in classroom sessions, drop-ins, meeting providers at College Information Evening and assemblies.

The Aspirations and Destinations Co-ordinator delivers some sessions for Years 9, 10 and 11 to support the programme and provides the opportunity for students in Years 9, 10 and 11 to have impartial individual careers interviews. Students receive an agreed action plan following a careers interview.

All students in Year 11 are entitled to careers interviews. Students with SEN, Looked After Children, underachievers and those considered potential 'NEET' students are given priority in Year 11, and Gifted and Talented students in Year 9 and 10.

Tutors and PALS support the programme, particularly during the application process in Year 11.

THE CEG PROGRAMME AND AIM HIGHER

Aim higher events are designed to raise aspirations and so support the CEG programme. In addition, a number of the events are designed partly to enhance awareness of specific careers or courses.

RECOGNITION OF CEG

Students who complete Work Experience receive a certificate.

Outstanding work experience students also receive an additional certificate.

MONITORING AND EVALUATION

The delivery of the programme is monitored by the Co-ordinator.

Its evaluation by the Co-ordinator includes feedback from students.

The evaluation of the Guidance aspect of the programme is part of the annual review of the Connexions Delivery Plan.

The analysis of destinations data assists in the ongoing evaluation of the programme.

Year 7 and Year 8 Key Stage 3

- Broad and balanced curriculum based on access for all students.
- Planned interventions from Year 7 to ensure all students have the literacy and numeracy skills to access the whole curriculum and achieve at least 5 A*-C including English and maths.
- Little Ilford Life Long Learning Skills, ICT and Media skills developed through out the concept projects and transferred across the rest of the curriculum to ensure all students have the skills of a 21st Century learner

Year 9, 10 and Year 11 Key Stage 4

- Planned interventions from Year 9 to ensure all students have the skills to achieve 5+ A-C.
- Flexible pathways to ensure all students learning needs are met from Gifted and Talented students to foundation learning vocational routes.