

The Chauncy School

Policy for Careers Education and Guidance (CEG)

Introduction

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 appropriate 14-19 choices to enable them 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. The use of CEG also enhances the student's social and developmental skills necessary for life in higher education and the work place.

The school is committed to providing a planned programme of careers education for all students in Years 7-13 and information, advice and guidance (IAG) in partnership with the local Connexions Service.

The school endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant guidance from the DfES, QCA and Ofsted.

The school will continue to maintain strong links within the local community and incorporate these links within the CEG education programme for all year groups.

The school will continue to involve a range of external agents and contacts to ensure a wide range of advice and experiences have been made available to the students during their CEG programme.

The school is committed to gaining the local quality award for CEG.

This policy was developed and is continuously reviewed throughout the school year, via discussions with teaching staff; the school's Connexions personal adviser(s), students, parents, governors, advisory staff and other external partners.

Development is monitored by the Careers coordinator and senior management to ensure progression and quality throughout all aspects of the CEG programme. The school will make use of staff and student evaluation forms for quality control, development and progression of CEG.

It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special needs.

The CEG programme must also take into account the every child matters frame work and incorporate the differing levels of advice and guidance given to students.

Objectives

The careers programme is designed to meet the needs of students at this school. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and incorporate whole school activities outside of the classroom and the standard curriculum areas.

The careers programme is based on a partnership with the school, students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Implementation

Steve Thornewill (Careers) co-ordinates the careers programme and will liaise with Matt Gibson (Assistant Head). This area is supported by a link governor (Anne Sherman). The careers co-ordinator is responsible for the work of the careers administrator. Work experience is planned and implemented between HCS and the careers co-ordinator.

All staff; contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered during PSHE sessions, with assemblies and specific events used to enrich students careers education at appropriate times. The careers programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the Connexions personal adviser who provides specialist careers guidance.

Careers information is available in the Connexions Resource Centre which is maintained by the school librarian. Administrative support is available to the careers co-ordinator.

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (in the Connexions Resource Centre and on the school intranet), work-related learning (including one week of work experience), and individual learning planning/portfolio activities. Careers lessons are part of the school PSHE programme. Other focused events (e.g. a Higher Education Fair, Mock Interview day, Recruitment days, community days, careers day, Army recruitment day and enterprise days) are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Students are actively involved in the planning, delivery and evaluation of activities as they are the people who participate and benefit from well structured events and as such are essential to all stages of success.

Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques. Students and staff will evaluate all activities to ensure best practice and successful outcomes have

been met by all. Specific qualifications are offered to students at Key Stage 4, relating to Personal Learning Opportunities (formally IFP) and those on the extended work experience programme.

An annual Partnership Agreement (Connexions Conference) is negotiated between the school and the local Connexions Service which identifies the contributions to the programme that each will make. Other links have been developed and further links will be developed, e.g. with local 14-19 partners.

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area. Subject areas will fund their own resources for careers related activities, unless prior arrangements have been made with the careers coordinator. The careers co-ordinator is responsible for the effective deployment of resources. Sources of external funding are actively sought.

Staff training needs are identified as part of the Partnership Agreement process with the Connexions Service and in conjunction with the school inset programme. Funding is accessed through Connexions and from school funds. The school will endeavour to meet training needs within a reasonable period of time and participate in training provided by Connexions and other careers related agents.

The Partnership Agreement with Connexions is reviewed once a term. The programme is reviewed annually by the careers co-ordinator and the personal adviser, using the local quality standards for CEG to identify desirable improvements, and a report is submitted to the senior management team and governors. Evaluations are carried out after all careers based activities and a full evaluation is completed annually by the Careers Co-ordinator and Senior Management.

Signed: Careers Co-ordinator	_____	Date:_____
Headteacher	_____	Date:_____
Chair of Governors	_____	Date:_____