

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

Introduction:

All young people need help to make progress through their learning and to prepare for adult life. They will benefit from advice and guidance enabling them to choose pathways that are right for them to plan their futures.

Commitment:

All schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations; 2011 Education Act) and to give students access to careers information and impartial information, advice and guidance. At John Kyrle High School we are committed to providing a careers education and guidance entitlement for all that will enable them to manage their careers and sustain employability throughout their lives, without disadvantage to any groups or individuals.

Our CEIAG promotes the personal and social development of our students with a particular emphasis on:

- **Staying safe**
- **Achieving economic wellbeing**
- **Making a positive contribution**
- **Ensuring students are Happy Healthy & Successful**

In doing so we provide guidance for our young people in a world of ever more flexible pathways into further education, training or employment. In ensuring our CEIAG programme is effective we :-

- ensure that impartial information is made available to students about educational choices, career options and employment and training opportunities;
- provide a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 8-13.
- Hold a biennial Careers Convention.

Entitlement:

Students are entitled to CEIAG which is person-centred, personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers.

Objectives:

The careers programme is designed to meet the needs of students at John Kyrle High School. It is differentiated and personalised to ensure progression that is appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to :-

- prepare young people at John Kyrle High School for the opportunities, responsibilities and experiences of adult life;
- help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;



- help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the three key stages at 13+, 16+ and 18+;
- ensure that, wherever possible, all young people leave the school to access Further Education, Higher Education or, Apprenticeships leading to Employment/Training.

The programme also:-

- contributes to improving achievement, by raising aspirations and motivation;
- supports inclusion, challenges stereotyping and promotes equality;
- encourages participation in education and/or training beyond the key stages at 16+ and 18+;
- develops enterprise and other skills valuable in the world of work;
- contributes to the economic well being of young people and their community.

Learning Outcomes

The CEG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The main learning outcomes at each Key Stage are as follows:-

By the end of Key Stage 3, students:-

- can identify which subjects they are good at.
- can discuss their strengths and weaknesses with their tutor.
- know what subjects they can study at KS4.
- can discuss their choices with their tutor and parents/carers.

By the end of Key Stage 4, students:-

- can confidently plan for their options at Post 16.
- know the options available to them and where to get further information.
- know which subjects, skills and qualities are useful for career options they are considering.
- know their strengths and weaknesses.

By the end of Key Stage 5, students:-

- can identify the range of options available to them and where to get further information.
- know how to capitalise on strengths and improve upon weaknesses.
- can apply for further courses or employment and prepare effectively for interviews.

Implementation: Management:

The Careers Advisor is accountable to the Headteacher. The Careers Advisor is responsible for assisting Key Stage 5 with Work Experience placements. The PSHE Co-ordinator works with Heads of Year to ensure appropriate coverage of themes in the PSHE programme.

Implementation: Staffing:



All staff contribute to CEIAG through their roles as tutors and subject teachers.. Careers information is available on displays in the main corridor and in the Wyepod reception area which is kept updated by the Careers Advisor, in addition, a range of College Prospectus are available for students.

Implementation: The CEG Programme

The careers programme includes careers education sessions (delivered during tutor times), work-related learning available to students in KS4 and Work Experience in Sixth Form. Careers lessons are part of the school's personal development. Other focused events, e.g. Careers Convention are arranged biannually.

The Careers Programme at John Kyrle High School is distinguished by the personalised nature of the support given to each student. All students in at risk groups, (Including those with special educational needs and those who are disengaged or at risk of disengaging), all students who request an interview and all who leave mid-year in Years 11 to 13 receive an individual interview.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.

The programme is provided to students through:-

- the PSHE curriculum;
- tutor and mentoring activities;
- careers interviews;
- careers convention;

Staff development

Staff Development is undertaken as a result of the training needs analysis carried out as part of the annual performance management process for teaching and support staff. .

External Partnerships:

Firm links have been established with Hereford College of Arts, Hereford and Ludlow College, Hartpury College and Gloucestershire College. Business & Enterprise within the local community are supportive of our students with ongoing Work Placements.

Resources:

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

A display area is located in the Wyepod along with information displayed in the main corridor which is informative and impartial. A range of College prospectus are available within the reception area of the Wyepod and a vast range of prospectus for Universities all over the Country are available to Sixth Form students in the sixth form study room on the upper level. A dedicated interview room is provided for our Careers Advisor within the Wyepod.



Monitoring, review, evaluation and development of CEG:

A report is submitted to the Leadership team and governors via Trixie Clarke.

Further monitoring is carried out through:

- Annual review based on monitoring of the outcomes of the SDP.
- Annual NEET Figures

