

# GLENWOOD SCHOOL

## CURRICULUM POLICY FOR

### Careers Education, Information, Advice and Guidance

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<b><u>Position</u></b>	Careers Education and Guidance Co-ordinator
<b><u>Date Adopted:</u></b>	June 1998
<b><u>Date of Policy Review:</u></b>	September 2019

#### STATEMENT OF INTENT

The purpose of this policy is to provide guidance and inform planning for Governors, school staff, the LEA and Hampshire Futures. The 'information' and 'advice' components are incorporated into the 'education' and 'guidance' components. Throughout, the focus is on the three aims of CEIAG (ACEG, 2012).

"Good CEIAG can have a positive effect on soft outcomes for young people, such as improved attitudes, self-confidence, aspirations and decision-making skills."

*(A review of careers professionals' involvement with schools in the UK. Tami McCrone and Caroline Filmer-Sankey. NFER, 2012)*

#### **Careers Education**

*"Careers education is the planned provision of activities, courses and programmes that support learners' personal career development."* (Developing Careers Education DfEE 1998)

Careers education has three main aims (ACEG 2012):

- **Self-development:** Developing yourself through careers and work-related education
- **Career exploration:** Learning about careers and the world of work
- **Career management:** Developing your career management and employability skills

Careers Education is a means of developing pupils' knowledge, understanding and experience of opportunities for further education, training and employment and the skills necessary to make an informed decision. Pupils will be encouraged to "see how their studies will lead to further education and employment" (DfES, 2003).

#### **Careers Guidance**

*"Careers guidance is a means of helping individuals to apply the knowledge, understanding and skills they have gained to their own circumstances at points when decisions and/or changes have to be made."* (Developing Careers Education DfEE 1998). Careers Guidance provides a means of helping pupils to apply relevant knowledge, understanding and skills to their own particular circumstances when choices have to be made.

CEG promotes equal opportunities, provides progression between Years 7-11, has a broad and balanced content and promotes pupils' decision-making, negotiation skills, self-presentation skills and post-16 action planning.

## SCHEME OF WORK

**KEY STAGE 3:** In order to achieve the aims and objectives of CEIAG in Key Stage 3, pupils undertake the following:

**Aim 1: Self-development:** Developing yourself through careers and work-related education  
(*Helping pupils to understand themselves and to develop their capabilities*)

Pupils have opportunities to:

- 1) consider their personal skills and qualities (*me as a person, describe what I do well, what interests me, my strengths and weaknesses*);
- 2) reflect on their interests in realistic work roles and activities taking into consideration their personal, academic & medical situations (*which jobs / parts of jobs match my interests and skills*);
- 3) develop key skills and capabilities (*give examples of using my skills; finding information, including using the Careers Library and ICT and making a choice*);
- 4) develop awareness of personal skills required for employability, including self-reliance and self- presentation (*using group work to present myself including strengths and weaknesses and my ideas to others using careers information*).

**Aim 2: Career exploration:** Learning about careers and the world of work  
(*Helping pupils to investigate careers and opportunities*)

Pupils have opportunities for career exploration by,

- 1) investigating the knowledge and skills people need at work (*identify what people need to know to be good at their job, skills and qualifications*),
- 2) using occupational and Labour Market Information to investigate opportunities (*describe the types of work available in this area/country using, ICT, visits, newspapers etc.*);
- 3) considering the changing patterns of work (*describe what is happening in the world of work, contracting/expanding areas of the economy*);
- 4) investigating social and moral issues at work (*describe the ways people behave at work and how it affects others including sex discrimination, racial discrimination, equal opportunities; bullying etc. and how to cope*);
- 5) developing ways of organising information about work (*record and organise information about work*);
- 6) being introduced to the concept of 'life-long learning' (*emphasising the need for continual skill development*).

**Aim 3: Career management:** Developing career management and employability skills  
(*Helping pupils to implement their career plans*)

Pupils develop career management skills by:

- 1) making decisions concerning own learning and curriculum (*describe why some choices may be better than others such as Apprenticeships vs. FE pre-vocational education vs. vocational education*);
- 2) using planning and recording of achievement to support career development (*keep a record of achievements, develop self-responsibility and plan future targets*);
- 3) seeking and using information and guidance to shape plans (*identify sources of information, people who can help and specific information related to my career interests, including the Hampshire Futures' advisor, family, friends etc.*)

**KEY STAGE 4:** In order to achieve the aims and objectives of CEIAG pupils in Year 10 and Year 11 use a variety of resources appropriate to their needs, take part in individual and group exercises and gain an insight into a range of occupations. They visit several local employers and all relevant local post -16 providers of education with follow-up work to support learning outcomes.

Year 11 pupils participate in sessions run by a representative from a Trade Union (USDAW). All pupils and their parents have the opportunity meet with representatives from post-16 further education and training organisations at the October Parents' Evening. Pupils complete their Record of Achievement and, with the support offered by Hampshire Futures, make a realistic decision regarding their post-16 choice, usually at the K3 Transfer Review planning meeting. The importance of continuing in education and training after the pupils' statutory education ends is emphasised, as is the concept of 'lifelong learning'.

All pupils in Year 11 are offered the opportunity to undertake a work experience placement. The current arrangements for Glenwood pupils is a 3-week placement in January/February. For further information, please see the Work Experience Policy.

Hampshire Futures supports pupils' career development throughout KS4 via groupwork and individual guidance, providing pupils with Careers Action Plans and further guidance if required.

**Aim 1: Self-development:** Developing yourself through careers and work-related education  
(*Helping pupils to understand themselves and to develop their capabilities*)

Pupils are given opportunities to:

- 1) assess their personal skills and qualities (*say which things I do best, offer evidence and identify' areas which could be realistically improved*);
- 2) clarify and discuss their values, attitudes and preferences in relation to work (*explain preference for some types of realistic work to others taking into account locality personal skills, interests, experiences etc.*)
- 3) identify key skills and capabilities and their relevance to the world of work (*show how I work with others, researching jobs, making decisions*)
- 4) identify opportunities for developing self-reliance and self-presentation (*use information and present myself and my ideas to others*)

**Aim 2: Career exploration:** Learning about careers and the world of work  
(*Helping pupils to investigate careers and opportunities*)

Pupils are given an opportunity for career exploration by;

- 1) investigating the knowledge and skills people need at work and the methods used to train employees and assess them (*describe what people need to know to be good at their jobs and how this is assessed by employers*);
- 2) using occupational and Labour Market Information to investigate opportunities (*describe work locally and further afield and use this in career planning. Pupils can also assess their independent living skills — time, money, use of public*);
- 3) considering the changing patterns of work and careers (*describe what is happening in the world of work*); investigating social and moral issues at work (*describe employee and employer responsibilities*);
- 4) developing ways of organising information about work (*organise my career-related information*);

- 5) finding out about post-16 choices of education, training and work (*describe opportunities available locally and beyond*).

**Aim 3: Career management:** Developing career management and employability skills  
(*Helping pupils to implement their career plans*)

Pupils develop career management skills by:

- 1) using the results of self-assessment, including the Careers Interview in their career planning (*describe the skills I have which contribute to career planning and the skills which need to be developed*);
- 2) making decisions concerning their own post-16 choices (*identify advantages and disadvantages of post-16 choices and be encouraged to take responsibility for applications*);
- 3) using planning and recording of achievement to support career development (*keep a Record of Achievement*);  
seeking and using information and guidance to shape plans (*describe sources of information, including people and places, identify the need for help/guidance*).

### **GUIDELINES FOR IMPLEMENTATION**

Pupils receive their CEIAG entitlement via:

- A scheme of work which fulfils the requirements of the three aims for CEIAG designed to prepare pupils for the opportunities, responsibilities and experiences of working life
- Discrete CEIAG lessons;
- Access to Hampshire Futures providing individual guidance that is impartial and confidential;
- Accurate information which is up-to-date, reliable and accessible
- Visits to local colleges as a form group, small group or individual visits as required
- Introductions to the world of work, including links with local employers and a work experience placement;

### **RESOURCING**

The school supports pupils' thinking through the provision of:

- ICT support including use of the World Wide Web and software as appropriate e.g. AniMods
- A variety of relevant teaching resources e.g. photocopiable materials and DVDs etc;
- Use is made of external agencies e.g. Education Business Partnership, Hampshire Futures, SEN personal advisors, local colleges, trade unions and industry links.
- The role of Hampshire Futures is decided at the annual service level agreement review;
- Access to transport and smaller teaching groups when necessary e.g. visits to local industry and colleges
- LSA support for visits

The CEG co-ordinator provides the focus for CEIAG and communicates relevant information to staff, SLT, parents and outside agencies where appropriate. CEIAG is resourced by the co-ordinator with an allocated budget.

### **OTHER CONSIDERATIONS**

Throughout the KS 4 programme there needs to be some flexibility in arrangements to take account of employers' needs e.g. industry visits and individual pupil's needs e.g. the opportunity to re-visit post-16 providers. In addition, the programme is able to respond to significant local developments and

Government initiatives and directives.

### **MONITORING**

Monitoring is on-going via teacher observation and pupils' self-evaluation. The school provides opportunities for pupils to have their achievements recognised through the Education & Business Partnership Work Experience Certificate and certification for link courses attended by the local colleges. Pupils also undertake the Royal Society for Public Health's Level 1 or Level 2 qualification in Health and Safety in the Workplace. College staff regularly comment on the pupils' achievements and attitudes and their Records of Achievement. In addition, employers are very complimentary about the pupils following industry visits and work experience placement: employers are requested to complete a questionnaire about the pupils' time in the workplace and they are invariably extremely positive. Also, pupils and parents are invited to give their opinions, again via a questionnaire, regarding the effectiveness of their work experience placement.

Recording and reporting achievement for Careers Education and Guidance follows the whole school Policy.

### **HOW THE POLICY WAS DEVELOPED**

This policy was initially developed in consultation with Hampshire Inspection and Advisory Service and Youth Support Service and the following documentation:

- Putting Principles into Practice (DFEE, 1995)
- Careers Information in Schools and Colleges (IFEE, 1997)
- Looking Forward (SCAA, 1995)
- Quality Assurance Framework (The Careers Forum, 1998)
- Learning outcomes from CEG (QCA, 1999)
- 14-19: opportunities and excellence (DfES, 2003)
- A framework for careers and work-related education (ACEG, 2012)
- Are we going in the right direction (OFSTED, 2012)
- ACEG: Framework for careers and work-related education (ACEG, 2013)
- Careers guidance and inspiration in schools (DfE, 2015)

### **Please read this in conjunction with the following policies:**

- Work Experience Policy
- Work-Related Learning Policy inc. Enterprise education

### **Date of next policy review**

The school policy for CEIAG will be reviewed in September 2019.