

St Richard's Catholic College

Careers Education, Information, Advice and Guidance



The Policy was approved by the Governing Body: October 2017

Chair of Governors: _____

The Governing Body will review the policy in October 2020

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Introduction

As indicated in our Mission Statement, St Richard's aims to:

- help all pupils to recognise and develop their talents and abilities to their full potential;
- foster personal and moral attitudes;
- work for self-discipline, self-control, self-motivation and self-confidence;
- create pleasure in learning and recognition of the value of education's continuing role throughout one's life.

High quality Careers Education, Information Advice and Guidance (CEIAG) raises aspirations, increases motivation and raises achievement. CEIAG is an umbrella term that covers the range of activities and interventions that help young people become more self-reliant and better able to manage their own lives and career development.

- **Careers education** – describe the programmes and activities of learning that help young people develop the skills necessary to manage their careers and life pathway.
- **Information** – refers to the data and resources about the different aspects and issues affecting the lives of young people e.g. websites, computer software and one-to-one interactions.
- **Advice** – helps the individual to better understand the information offered to them by helping compare or by providing/undertaking further researching.
- **Guidance** – is the in-depth support provided by a trained adviser or occupational expert. The guidance helps the individual to explore their options and helps to inform decision making.

East Sussex Creating Futures Strategy: Careers Education, Information, Advice and Guidance (CEIAG) highlight 4 main strategic themes:

1. High quality and impartial CEIAG
2. Careers and employability across the curriculum
3. Involving young people, parents and carers
4. Tracking

1. High quality and impartial CEIAG

- 1.1 Mrs Adams, Careers and Work Experience Coordinator will endeavor that the college meets the quality assurance frameworks by achieving the Investors in Careers quality award. ESCC will provide free training and one to one support to help achieve the award.
- 1.2 Mrs Adams will attend regular IAG partnership groups to develop collaborative approaches, and teaching school alliances to promote school to school improvements in the area.
- 1.3 All services and programmes are provided in such a way that they promote equality of opportunity for all pupils. They provide experiences which positively encourage the development of self-esteem and self-confidence so that aspirations are realistic and potential can be fully realised.

- 1.4 All our pupils are entitled to individual careers guidance that is unbiased and free from cultural prejudices. The Careers Personal Advisors will have the relevant professional qualifications and this will be checked during the commissioning process undertaken by the college.
- 1.5 ESCC Careers Personal Advisors will have a one-to-one interview with all pupils with a statement of educational need. The advisor will help the pupil develop Moving on plans; these can help pupils to identify the opportunities to progress.
- 1.6 Deborah Bligh is the Assistant Principal with responsibility for commissioning CEIAG provision.
- 1.7 An impartial and independent Careers Company will be commissioned by the College to carry out one-to-one interviews. This will ensure that the college is providing impartial and independent careers guidance. The majority of the pupils will be seen in terms 1 and 2 and the final 10 to 15 pupils will be seen in the summer term. The pupils will be identified by the Year 11 and 10 pastoral leader. The advisor will help the pupils develop Moving on plans; these can help pupils to identify opportunities to progress.
- 1.8 Mrs Adams or the SEN Coordinator will endeavour to provide the Careers Personal Advisors (ESCC and External) with information relating to our pupil's attainments, and achievements in order to assist them in deciding on the suitability of pupils for certain types of employment. Health factors are also taken into account as they may be a barrier in some careers.
- 1.9 Careers Personal Advisors are provided with a room suitable for holding careers interviews.
- 1.10 Documents produced as a result of Careers guidance interviews, such as summaries of Guidance and Moving on plans are considered as part of/or contributing to, both the summative and formative elements of the Progress File.
- 1.11 Moving on plans are presented to the pupils at/ or just after their careers interview. The advice given is based on information supplied and views expressed by the pupil at the time of the interview.
- 1.12 The External Careers Advisors will offer a drop in session to all pupils at break and lunchtime, on the days they are in the college. Mrs Adams will ensure that this is well advertised amongst the pupils, parents/carers and staff.
- 1.13 Pupils, parents/carers and staff can refer pupils for careers interviews. These will be organised by Mrs Adams when the external careers advisors are in the college.
- 1.14 Year 11 pupils who are vulnerable and at risk of not progressing or are in danger of being coming NEET (Not in Education, Employment or Training) can be referred to the Youth Employability Service, YES. Referrals can be made via the year 11 pastoral leader.
- 1.15 ESCC will ensure that all young people have a September Guarantee offer and provide support to the most vulnerable young people.

- 1.16 Governors and staff will be made aware of any new CEIAG duties via the appropriate meetings.
- 1.17 Pupils have the opportunity to hear about the whole range of local post-16 provisions via:
- FE providers and employer's fayre on the Year 11 parents evening
 - Tasters days with Bexhill College to give pupils an idea of the possible courses available
 - The 3 main FE providers are invited to attend a year 11 assembly to present to the pupils, the rest of the local providers are invited to attend the FE provider and employer fayre
 - The school library has all of the local prospectuses available for the pupils
 - Via the school website – links to C360 and National Careers Service
- 1.18 There are opportunities within the planned PSHEe programme to discuss pupils 14-19 transition choices and what this means for their futures.
- 1.19 There is a comprehensive section in the school library, which includes the following careers information:
- Careers information which, where possible, is balanced and free from bias and which portrays positive images of women, ethnic minorities, and people with disabilities
 - The opportunity for pupils to access information using a variety of media, including printed material, computer software and videos
 - An area/areas for both browsing and quiet study
 - Resources which are clearly labelled and housed in an area large enough to accommodate a 'class size group
 - Information on local employers
 - Information on the full range of further and higher education provision
 - Information on Apprenticeships
- 1.20 An Introduction to the careers section in the Library and instruction on how to access information is given in year 9.
- 1.21 There is provision for access to local and national education, employment and training opportunities by means of:
- Introduction of Fast Tomato
 - Contact with local employers as practitioners in their field.
- 1.22 An introduction to Fast Tomato (an online website on careers education, information, advice and guidance) is provided in year 9 and it is revisited in year 10.

2. **Careers and employability across the curriculum**

- 2.1 Careers education at St Richard's is available for pupils of all ages. Planning its provision is the responsibility of Mrs Adams who has the necessary training and status within the institution. From Year 7 to Year 11 careers education is delivered through the subjects of the curriculum and PSHEe by non-specialist staff.
- 2.2 The following aspects of CEIAG are covered during the PSHEe programme:
- Identification

- You as a person, your likes and dislikes
 - How to analyse jobs and career structures - stereotypes.
 - Careers expectations
 - Setting career goals/targets
 - Applying for jobs - application forms, letters and C.V. writing.
 - Interview skills
 - Finances
 - Application procedures
 - Basic skills: literacy, numeracy and ICT
 - Soft skills e.g. customer care, teamwork, time management and organisation
 - Enterprise skills e.g. decision making, leadership, determination and creativity
 - Tax, National Insurance and pay slips
 - Manage money and personal finances
- 2.3 Pupils should be able to achieve a greater understanding of their own abilities, aptitudes, and aspirations and form a realistic self-image.
- 2.4 To widen their horizons, pupils should:
- Undertake wide ranging and challenging research into the demands, rewards and life-styles associated with a number of possible careers linked to the labour markets.
 - Understand the broad pattern of education, training and career opportunities linked to the labour markets. This is delivered as part of the year 10 careers programme.
 - Challenge stereotyping of jobs and look at how this can affect earnings.
- 2.5 Pupils are made aware of the importance of employability skills especially in the current economic climate.
- 2.6 Information specific to particular subject areas is delivered through departments and staff are available to deal with any enquiries the pupils have. Naturally, this information is based mainly on their own experiences. An audit will be carried out to ensure that employability skills are embedded across the curriculum.
- 2.7 Inset will be available to subject teachers to ensure they are aware of the links between their subjects and career pathways.
- 2.8 The careers education programmes and activities will help the pupils to develop the skills necessary to manage their career and life pathway. There should also be links in curriculum subjects to promote career pathways especially in Science, Technology, Engineering, Arts and Maths (STEAM).
- 2.9 The planned PSHEe programme is developed and enhanced through the use of local and national business partnerships e.g. The Rotary Club and South East Coast Ambulance Service. Contact with the employer helps pupils to understand the benefits of economic independence.
- 2.10 Each of our pupils is entitled to receive experience of the world of work throughout their time in education. This can take on a variety of forms including employer workshops which will run throughout the year which are designed to promote career aspirations and equality to all pupils.
- 2.11 The experience of work is a planned and structured part of the PSHEe programme, and where possible is integrated with other areas of the curriculum. E.g. Forensics project, Science.

- 2.12 There is an opportunity in year 10 for pupils to have a week's work experience. The organisation of this type of learning activity is very time consuming, therefore Mrs Adams will receive administrative support. Upon completion, of the week pupils are given an employer's report and a certificate which should form part of the Progress File.
- 2.13 Pupils are encouraged to find their own work experience placement. As these tend to be high quality and they are more likely to link to their possible career pathways.
- 2.14 As part of the work experience preparation all pupils are expected to complete an application form and a letter of application to send to their work experience placement. They are also expected to prepare a CV to take with them to a MOCK interview which is provided by local employers.

3. Involving young people, parents and careers

- 3.1 Pupils and parents/carers will be advised about the following guidance:
- C360 website – this provides information and advice on a range of issues including careers and post-16 opportunities, to all young people.
 - The National Careers Service – this provides information and advice to young people either via their website or the national helpline.
- Both have links on the school website
- 3.2 Parents/carers are able to support their young person from arrival in the college until they leave via the transition programme and the school website.
- 3.3 Pupils are informed of the key stage 4 options via the curriculum evening and post-16 choices via the college talks and FE provider and employer fayre.
- 3.4 Pupils will be made aware of the raising the participation age requirements to remain in education post-16 via an assembly. This can be an apprenticeship, full time education or employment with a national recognised qualification.
- 3.5 Mrs Adams is available to deal with any enquiries that the pupils or parents/carers may have with regards to CEIAG.
- 3.6 Mrs Adams is available to talk to parents by appointment at the Year 9, 10 & 11 Parents' Evenings. This helps pupils/parents to understand the importance of key stage 4 and post 16 subject choices.
- 3.7 The FE provider and employer's fayre will enable parents/carers to be involved in helping the pupils make decisions about their post-16 options.
- 3.8 The CEIAG provision is evaluated by parents via the parental focus groups and the Year 10 and 11 parents evening surveys. The information received is then used to help with commissioning of CEIAG provisions.
- 3.9 After receiving a one-to-one interview from the external careers advisors, the pupils will be given an evaluation sheet to complete. Pupils with special educational needs will have TA support to help fill in this evaluation.
- 3.10 Questionnaires are provided to a selection of year 9, 10 and 11 pupils to feedback on the support they have received whilst preparing to make informed choices, the

connexions resource centre and the information they have received about making informed choices.

- 3.11 Evaluation of the work experience preparation morning and the work experience week is an integral part of the year 10 planned careers programme.

4 **Tracking**

- 4.1 The process of tracking learning and progress is seen as a learning process that is inextricably linked to the CEIAG programme which encourages young people to:

- a) develop self-awareness
- b) participate in seeking out an appropriate range of opportunities
- c) arrive at their own decisions

- 4.2 Pupils are encouraged to set and review targets/goals throughout the careers programme.

- 4.3 The Progress File is intended to support the guidance process and to help pupils to track their own learning and progress.

- 4.4 Pupils apply to post-16 mainly through UCAS progress, where information on their intended destinations is collated. Forms will be given to any pupils where this data is missing. This will help to identify pupils at risk of becoming NEET.

- 4.5 The Learner Destination Measures will show how successful the college is in preparing our learners for further education and employment.

- 4.6 Governors and staff are made aware of the new Learner Destination Measure via the appropriate meetings.

- 4.7 ESCC is responsible for tracking all 16-18 year olds and to ensure that all 16 year olds receive an offer of education or training by September – the September Guarantee

- 4.8 Exit interviews with pupils will be introduced. This will enable Mrs Adams to capture the pupils' experience of the CEIAG provision they have experienced.

- 4.9 The college website should be developed to have a section devoted to alumni, which should include a section where past pupils can post on words of wisdom and their success stories to current pupils. The alumni website is currently run through Future First.