

# GORDON'S SCHOOL

## CAREERS EDUCATION AND GUIDANCE POLICY

The core principle that guides everything we do is **Putting Students First**.

### 1. INTRODUCTION

#### 1.1 Rationale for Careers Education and Guidance (CEG)

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 8-13 (2011 Education Act) and although careers education is no longer a legal requirement we wish to continue to make provision in this area. Our policy is also framed to help us support "Raising the Participation Age" which means that young people must now stay in education and training until 18, and also to benefit our Pupil Premium pupils.

#### 1.2 Commitment

Gordon's school is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG), framed by the Gatsby Career Benchmarks, for all pupils and students in Years 7-13 in partnership with a professional careers advisor who gives independent guidance and advice to students.

Gordon's School is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from the DfE, Ofsted and other agencies from time to time.

Gordon's School was awarded the *Investor in Careers* award in the summer of 2015 and is committed to retaining this award when re-inspection takes place.

#### 1.3 Development

This policy was developed by the Careers Co-ordinator after wide consultation and was discussed by the governors' curriculum committee before being formally adopted.

#### 1.4 Links with other Policies

The policy for CEIAG is related specifically to our policies for teaching and learning, assessment recording and reporting, citizenship, PSHE, work related learning, equality and diversity, gifted and talented, honours programme and Special Educational Needs.

### 2. OBJECTIVES

#### Student's needs and entitlement

- To ensure the career development, wellbeing and progression of all students.
- To provide CEIAG that is relevant, timely and sufficient to meet students' needs and integrated into their overall curriculum.
- To uphold the standards and code of practice of the Careers Profession Alliance's standards and codes of practice.
- To provide CEIAG in partnership with students themselves, their parents/carers and our chosen professional and community partners.

### **3. IMPLEMENTATION**

#### **3.1 Leadership and Management**

Leadership and management are secured through the careers lead team. Membership includes the Head Teacher who chairs the group, Careers Co-ordinator who co-ordinates the day-to-day delivery of the careers programme and Work Related Learning and reports to the Head Teacher, and the Work Experience Co-ordinator who works in partnership with the Careers Co-ordinator.

This area is also supported by a governor who is also a member of the careers lead team.

#### **3.2 Staffing**

All staff are expected to contribute to CEG delivery through their roles as tutors, house staff, subject teachers and support staff. Specialist careers education sessions are delivered by PSHE staff. The CEG programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the careers lead team. On line careers information is maintained by staff in the Development Office. Information is also available through our social media presence on Facebook and Twitter. Administrative support is available to the careers co-ordinator.

#### **3.3 Curriculum**

The careers programme for each year group is constructed around taught careers education, assemblies, events (such as Careers Speed Dating), work-related learning (including Work Experience in Years 10 and 12), online and printed information, personal tutoring, group work and individual interviews.

Students are actively involved in the planning, delivery and evaluation of activities.

#### **3.4 Assessment and accreditation**

Career learning is assessed using assessment for learning techniques and through the completion of Careers Progress Profiles. All students complete an individual action plan after having been seen by a qualified careers advisor and these are reviewed and updated at key decision points.

#### **3.5 Partnerships**

The school works with a range of partners to deliver the CEIAG programme. Local authority advisers deliver targeted support and the school provides career guidance service with an independent careers adviser available on site 2 days a week. We also work closely with SHAPE (Surrey Heath Area Partnership for Education), for Work Experience and SATRO for careers events.

#### **3.6 Resources**

Funding is allocated in the annual budget planning round and the level of funding is related to whole school priorities and particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources.

#### **3.7 Staff development**

Staff training needs are identified in conjunction with the Assistant Head (CPD). The school will endeavour to meet training needs within a reasonable period of time.

#### **3.8 Monitoring, review and evaluation**

The annual CEIAG improvement plan is connected to the school improvement plan. It is reviewed termly by the careers lead team and annually by the senior leadership team. Aspects of the programme are regularly evaluated by students.

The *Investor in Careers quality standards for CEIAG* will be used to identify desirable improvements.

**Caroline Sims**  
**Careers Lead**

**Reviewed: September 2019**