

GORDON'S SCHOOL

POLICY

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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

1. INTRODUCTION

1.1 Rationale for Careers Education, Information, Advice and Guidance (CEIAG)

Young peoples' 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 (Statutory Guidance October 2018) and the careers provision is mapped against the Gatsby benchmarks.

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.

1.3 Development

This policy was developed by the Careers Lead 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

This policy reflects Gordon's School ethos of *putting students first* and aim to

- ensure the career development of all students through a stable careers programme.
- provide CEIAG that is relevant, timely and sufficient to meet students' needs and integrated into their overall curriculum.
- enable all students to learn from information provided by the career and labour market
- ensure all students have a series of encounters with further and higher education
- ensure all students are exposed to meaningful encounters with employers
- provide students with experience of work places

Sandra Radford
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Reviewed: September 2021

GORDON'S SCHOOL

POLICY

- link the curriculum learning to careers learning and maximise opportunities through the curriculum to enhance students' understanding of careers
- uphold the standards and code of practice of the Careers Profession Alliance's standards and codes of practice.
- provide each student with guidance by specialist and impartial careers advisors in Year 10 and Year 12

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 Lead who co-ordinates the day-to-day delivery of the careers programme and Work Related Learning. She reports to the Head Teacher, and work 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 CEIAG delivery through their roles as tutors, house staff, subject teachers and support staff. Specialist careers education sessions are delivered by PSHE staff. Independent impartial and specialist advice is provided by Innervate- an external highly qualified organisation. The CEIAG programme is planned, monitored and evaluated by the careers Lead in consultation with the careers lead team. On- line careers information is maintained by the Careers Lead and the Administrator. Information is aimed at a wide range of audiences such as governors, parents, teachers and students. Our careers policy, labour market information and insight talks from specialist industry speakers are placed on line as to allow easy access. Information is also available through our social media presence on our website, Firefly and Twitter.

3.3 Curriculum

The careers programme for each year group is constructed around taught careers education in PSHE for Year 7-9, assemblies for all year groups, events, work-related learning (including Work Experience in Years 10 and 12), online and printed information, personal tutoring, group work and individual interviews. There are also events throughout the year such as career café with targeted speakers and assemblies focusing on relevant career information. The government white paper Skills for Jobs: Lifelong learning for opportunity and growth (Jan 2021) have informed our promotion of Apprenticeships, employability skills education and our collaboration with local FE providers.

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

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GORDON'S SCHOOL

POLICY

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.

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 Lead 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.

IMPACT

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. Success of the careers programme is measured on the outcomes from the initiatives, destination data as well as student feedback.

Students are actively engaged in planning career events and are integral in effective evaluation of the programme.

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