

Paulet High School	School Policy Document		
Document Title	Careers Education, Information, Advice and Guidance		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Assistant Head – Head of 6th	Review Date	
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

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

A young person’s career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and guidance.

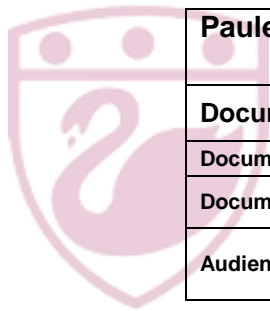
Paulet High School is committed to providing a planned programme of careers education for all students in Years 7-13 and information, advice and guidance (IAG) in partnership with the local Connexions Service.

Paulet endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2003), the Young People’s IAG standards (DCSF, 2007), the statement of careers education principles (DCSF, 2008) and other relevant guidance from the DfES, QCA and Ofsted.

This policy was developed and is reviewed every three years through discussions with teaching staff; the school’s Connexions personal adviser(s), advisory staff and other external partners.

The CEIAG policy supports and is underpinned by key school policies and practices including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special educational needs (SEND).

Policy	Reference to CEIAG
Teaching and Learning	<ul style="list-style-type: none"> • Ensure that students receive high quality independent careers and education advice and guidance • All departments have a responsibility to advise students with regards to options at Key stage 4 and 5, ensuring advice is given about progression to chosen careers. • Collapsed curriculum days assist in the process of students identifying both the skills, qualifications and
Assessment	<ul style="list-style-type: none"> • Helping teaching staff to assist in the CEIAG for students through setting meaningful targets based on attainment at 14, 16 and Post 18. • Help raise aspirations by indentifying ways that students can stay focused and positive about who they are, current and future achievements.



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PSHE	<ul style="list-style-type: none"> ▪ Careers education and the use of a variety of external agencies, work related learning routes and work experience means that students have access and use of a wide range of information sources on learning opportunities post 14, 18 and future careers.
Equal opportunities	<ul style="list-style-type: none"> • To maximise pupil achievement. • To ensure that all people are treated with equal respect and attention. • To ensure that choices made by pupils are made on the basis of individual interests and talents and not influenced by traditional restrictive stereotypes • To provide suitable role models as an important aid to involvement in Learning in all curriculum areas. • To develop a better balance between men and women in terms of subject taught and posts of responsibility held and so provide role models to help pupils/students to form a positive perception of equality of the sexes, races and cultures.
Special Educational Needs	<ul style="list-style-type: none"> • To ensure that all students who are on the SEN register, receive the information, advice and guidance on personal wellbeing and financial capability.
Gifted and Talented	<ul style="list-style-type: none"> • To maximise student achievement through giving clear and impartial CEIAG to support students progression to their chosen career. To lead and support learners to aim for the highest standards of achievement.

Objectives of the policy

The careers programme is designed to meet the needs of students at Paulet High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality of opportunity, inclusion and anti-racism.

CEIAG POLICY: OBJECTIVES IN KS3 and KS4

Year 7 Objectives: students will-

- Be introduced to the idea that jobs and careers can be brought together in categories or job families.



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- Discuss why taking charge of their own career planning is important.
- Become aware of the support in terms of careers education, information advice and guidance that will be available to them in the future.
- Discuss and define what is meant by the word 'career.'

Year 8 Objectives: students will-

- Consider changes that are happening to the world of work.
- Consider how these potential changes might affect their future lives and careers and what actions they could take to deal with change.
- Identify skills and qualities required for selected occupations and consider why these skills and qualities are important.
- Investigate different pathways to a variety of career destinations and identify the appropriate methods of getting there.

Year 9 Objectives: students will-

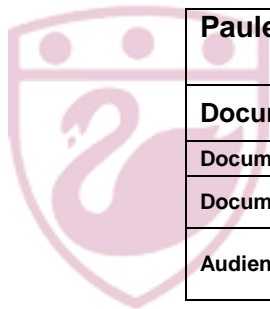
- Consider factors / qualities that employers are looking for in prospective employees.
- Investigate what makes a good interview question.
- Have the opportunity to practise asking and answering job interview questions.
- Participate in a simulated selection process interview.
- Be introduced to the demands of each KS4 course prior to their option choices.
- To have the opportunity of attending an advice evening with their parents.
- To be given a personal interview / advice by a member of the Senior Leadership Team to discuss their future plans.

Year 10 Objectives: students will-

- Be offered the opportunity of completing a Work experience placement.
- To be taught the skills needed to complete a Curriculum Vitae and Letter of Application for a work advert.
- To have the opportunity to create their own personalised 'Careers Taster' workshop day.
- To be able to attend a Careers Fair.

Year 11 Objectives: students will-

- To be given a personal interview / advice by a member of the Senior Leadership Team to discuss their future plans.
- To have the opportunity of attending an advice evening with their parents.
- To be offered an individual Connexions meeting with their personal adviser.



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Implementation

Mr P. Whibley (Assistant Headteacher), co-ordinates the careers programme 11-16. Mrs V. Deer (Assistant Headteacher) co-ordinates the careers programme for Post 16 students. Work experience (11-16) is planned and implemented by the Assistant Headteacher with the support of a Behaviour Support Officer.

All staff contribute to careers education and guidance through their roles as subject teachers. Specialist sessions are delivered through form time programmes and collapsed curriculum days throughout the academic year. The careers programme is planned, monitored and evaluated by the Assistant Headteacher.

Connexions personal advisers provide specialist careers guidance. Careers information is available in the Connexions office, on the careers board and in the careers section of the main school and Post 16 library.

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities in the Connexions library and on the school's website, work-related learning through use of outside agencies, and individual learning planning. Other focused events, e.g. a Career Fair, Future Choices Day are provided on enrichment days. Work experience preparation and follow-up take place in tutor groups and other appropriate parts of the curriculum.

Students are actively involved in the evaluation of these activities.

Partnerships

An annual Partnership Agreement is negotiated between the school and the local Connexions Service which identifies the contributions to the programme that each will make. Other links are being developed, e.g. with Young enterprise business links, Training Providers, Local F.E Colleges and HE establishments.

Resources

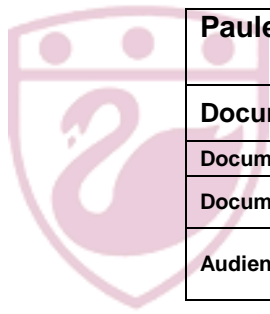
Funding is allocated in the annual budget towards CEIAG within the overall PSHEE budget.

Staff development

Staff training needs are identified as part of the Partnership Agreement process with the Connexions Service and in conjunction with the Assistant Headteacher. The school will endeavour to meet training needs within a reasonable period of time

Monitoring, review and evaluation

The Partnership Agreement with Connexions is reviewed biannually. The programme is reviewed biannually by the Assistant Headteacher and the personal adviser, using the



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Staffordshire and Stoke – on –Trent standards for CEG to identify desirable improvements.